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ABSTRACT

Resulting from a 3 year project to develop and test competency based programs for camp personnel serving the physically handicapped, the document contains a manual for training the camp director. An introductory section gives an explanation of competency based instruction, a description of a module, and an overview of the camp director training program. The remainder of the document is divided into nine training modules (sample unit topics in parentheses): orientation to organized camping (philosophy, goals, and objectives of camping): knowledge of campers (classifications and characteristics, attitudes toward the disabled, and assessment and placement): development of a plan for all camp operations (organizational structure: facility design and management, and evaluation and quality control): maintenance of camp facilities and properties: internal and external communication of camp operations (responsibilities of the camp director, boards and committees, meetings, public relations, and fund raising): health and safety (policies and procedures regarding safety and health supervision): management of camp business and finance: provision of camping services and experiences to persons with physical handicaps (recruitment of campers and staff, staff training and supervision, and evaluation and reporting of results): and professional development of camp personnel. Included within each module are an introduction and directions section, a performance objectives checklist, and pre- or posttests (for all but two modules). A glossary of terms concludes the document. (SBH)

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Appendix T

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CAMP DIRECTOR TRAINING SERIES

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Bureau of Education for the Handicapped

A Competency-Based Manual for Camp Director Training

Edited by

Dennis A. Vinton
Elizabeth M. Farley

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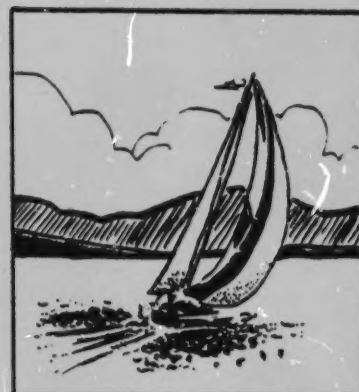
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REACH

A PROJECT TO DEVELOP RESOURCES FOR THE EXPANSION AND ADVANCEMENT OF CAMPING FOR THE HANDICAPPED
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Camp Director Training

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Elizabeth M. Farley**

**Curriculum in Recreation and Parks
College of Education
University of Kentucky
Lexington, Kentucky**

PROJECT REACH

**A Project to Develop Resources for the
Expansion and Advancement of Camping
for the Handicapped**

August, 1979

The project information reported herein has been performed pursuant to Grant No. G00-76-03230 from the Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare. However, the opinions expressed do not necessarily reflect position or policy of the Bureau, and no official endorsement by the U.S. Office of Education should be inferred.

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Special thanks is extended to the Bureau of Education for the Handicapped, U. S. Office of Education and, particularly to Melville J. Appell, who served as the Project Officer for this project, for their foresight and encouragement in supporting and funding this effort.

The staff is indebted to the American Camping Association for their assistance in the developmental field-testing of the camp director training program. Special thanks is extended to the members of the Curriculum Committee and the following individuals who assisted in the training: John Heller, Julia Brown, Edie Klein and Jo Judd. Also, many thanks to the hundreds of ACA members who through participation in training gave extra time and effort to help us improve the materials. Finally, the staff would like to express appreciation to Pat Hoessli, Brenda Pearce and Jennifer Eastham for assistance in researching sources of information and proofreading, to Jo Ann Smith and Terri Hartley for typing all drafts and the final manuscript, to Chris Ware for art work and to Lester Bounds for the cover design.

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INTRODUCTION

On June 1, 1976, the University of Kentucky's Curriculum in Recreation and Parks, Department of Health, Physical Education and Recreation, College of Education was awarded a grant by the Bureau of Education for the Handicapped. The purpose of the three-year grant was to develop and test competency-based training programs for four classifications of camp personnel in camps serving the physically handicapped. Two of these programs, the camp counselor and the program specialist, have been combined to form one training series. The other two training series have been written for the camp director and support staff.

This publication, the Camp Director Training Series, has undergone a year of developmental testing and includes nine modules. During the next three years, it will be field-tested with selected training programs affiliated with the American Camping Association (ACA). We are indebted to the ACA and the Bureau of Education for the Handicapped for the opportunity to field-test and improve upon these materials.

In the following section, you are given an explanation of competency-based instruction, a description of a module and a brief overview of the camp director training program. Finally, for your convenience, a glossary of terms is included for future reference.

What Is Competency-Based Instruction?

Competency-based instruction (CBI) is a rather recent instructional development which has experienced rapid expansion during the sixties and seventies and is a result of increasing demands for accountability, relevance and cost effective education. It is a method of preparing people for jobs based on the actual work performed on the job. This training approach clearly describes the level of performance expected of you, the camp director, at camp. In addition, it allows you to learn at a rate and manner compatible with your background and experience. The advantages of this approach for training camp directors are: 1) the training program can be easily tailored to meet the needs of several training approaches and 2) it can be tailored to meet the needs of each trainee.

Competency-based instruction is a flexible, individualized approach to learning that allows both you and your instructor to work at your own rate without fear of failure. The program's design is based upon competencies or tasks to be acquired by you as a result of

the instructional program. The competencies are stated in performance terms which are made known to you from the beginning of the program.

With competency-based instruction, you are held accountable for your level of achievement. You know the mastery level that must be attained and are free to choose alternative learning activities that will enable you to meet the stated criteria. You have the option to choose activities which are compatible with your individual learning style, and it is your demonstrated level of acceptable performance of the stated objectives that is of importance.

When comparing CBI to traditional instruction, three major differences can be discerned. In the traditional approach, the purpose of the instruction is often either vaguely stated or sometimes not even made known to the trainee. However, in competency-based instruction, you know exactly what is expected of you. You are given precisely stated objectives which tell you what competencies are required and what criteria will be used to assess your performance.

The second major difference between traditional and CBI approaches relates to the time factor. Traditional education holds time constant. Units are planned around a specified time period. Thus, trainees who learn at different rates will demonstrate varying degrees of achievement at the end of the time period. In competency-based instruction, achievement is held constant. A unit is ended when you can demonstrate the required competency. Thus, the time needed to complete the unit will vary from person to person.

The final major difference between the two instructional approaches is that traditional education strongly emphasizes program entrance requirements, while CBI places its heaviest emphasis on exit requirements. With competency-based instruction, prerequisites are minimized and programs are individualized to allow each person to achieve mastery of any given objective by altering the learning activities.

What are the Roles of the Trainer and Trainees?

In a CBI system the trainer's role will become one of advisor and manager of instruction. The trainer will spend more time with you in helping to plan your instructional program, solve your problems, and evaluate your performance. You will have more of an opportunity to choose learning activities, develop new activities tailored to your specific needs, and bypass certain objectives through testing out of certain modules.

Past experience suggests that the learning climate fostered by a CBI program is free from oppression and failure and thus encourages creativity. The trainer has more time to devote to developing an

atmosphere where creative learning experiences can take place and is free to actively involve you in the learning process where positive learning experiences are stressed.

How Does Competency-Based Instruction Work?

In competency-based instruction, there are self-contained instructional packages called modules. A module is made up of units of instruction composed of the following parts:

1. performance objectives
2. pre-assessment and prerequisites
3. learning activities
4. evaluation
5. remediation

Each of the five module parts is briefly discussed in the following paragraphs.

Performance Objectives

The objectives are the foundation on which the instructional module is built. They are stated in behavioral or performance terms.

The performance objectives serve as the basis for designing instructional activities, which in turn facilitate the achievement of the desired competencies. Objectives stated in this way open new avenues of communication for you and your instructor. Also, the objectives provide the means for evaluation and further development of the instructional program.

The benefits of stating instructional objectives in precise, relevant terms that describe desired performance include the following:

- suitable learning activities and evaluation procedures are selected since the trainer knows precisely what you are expected to achieve;
- because objectives are stated in precise terms, you, the trainer and other observers can decide on the appropriateness of the objectives;
- as the performance objectives are communicated in advance of instruction, you know precisely what is expected;
- finally, using this approach enables you to determine if an objective has been successfully accomplished.

There are three basic parts of a performance objective: terminal behavior, test conditions and standards. The following questions illustrate each part:

- . What will you BE ABLE TO DO after completing the learning activity?
- . What are the CONDITIONS under which you will do it?
- . How will you RECOGNIZE success?

You should be able to answer these questions after reading each objective.

Pre-assessment or Pre-Test

The term "test" usually implies the use of standardized pencil and paper tests. However, other varieties of pre-assessment are often used. Both formal and informal, direct and indirect, and objective and subjective measures are used for pre-test purposes. In some cases, no pre-assessment is needed because it is assumed that you have no previous exposure to the content of the instruction or that the content should be periodically reviewed.

In some cases, you are required to complete an activity, unit, module or course before starting a module. This is called a prerequisite.

Learning Activities

Learning activities are intended to aid in your mastery of the skill, knowledge and/or behavior stated on the performance objectives. Each activity should be self-contained and designed to achieve a specific purpose while remaining a part of the broad comprehensive program.

The learning activities are designed to offer a wide range of alternative activities. A number of options are provided so that you can select those which offer the greatest opportunity for individual success, are most in tune with your learning style, and will allow you to achieve mastery of the material in the shortest possible time. Also, you have the option of designing, with assistance, your own learning activities.

Evaluation

As with pre-assessment methods, evaluation procedures may vary widely. They are designed to measure whether or not you can

successfully demonstrate the competencies required for mastery of the performance objectives. If you are unable to demonstrate competence, the trainer will attempt to determine whether this was due to one of the following factors: a lack of ability, motivation and/or effort; inappropriate or ineffective instruction; unrealistic expectations as reflected in the objectives; or another reason or combination of reasons. After the cause has been determined, remediation will be prescribed to help you master the objective/s.

Remediation

Remedial activities are learning experiences which provide you additional practice or assistance in mastering a performance objective which has not been successfully achieved. The activities used can be similar to the original instructional activities used in the module, or they can approach the objective from an entirely different base. It should be remembered that remediation is intended to be helpful, not punitive, and to give you another opportunity to be successful.

CAMP DIRECTOR TRAINING SERIES

The camp director training program was designed to provide you with the skills, knowledge and behaviors necessary to achieve a minimal level of competence. The two unique features of this training program are its field orientation and its individualized learning experiences.

Based on the results of a task analysis procedure, the training program contains no extraneous learning. Rather, its objectives, learning activities and evaluation methods focus on the specific competencies which camp directors need in order to successfully perform the job. Although the program can be used in a variety of ways—as a part of an institute, workshop or course—the emphasis is always on the practical application of learning in a camp setting.

The training program pulls no punches. At the onset, you are informed of what you are expected to accomplish as a result of the training. You are then offered a variety of learning activities from which to select those which best suit your needs and learning style. In addition, you can bypass certain areas by testing out or electing to add activities in which more work is needed or desired. This flexibility allows a group of trainees to participate in the program despite diverse backgrounds, experiences and interests. All trainees who successfully complete the program should be able to function effectively on the job in spite of varying degrees of prior training and experience.

Directions

There are seven basic modules and two prerequisite modules in the Camp Director Training Series. They are listed below:

- 1) Orientation to Organized Camping
- 2) Knowing the Camper
- 3) Comprehensive Planning for Camp Facilities and Operations
- 4) Maintaining Camp Facilities and Properties
- 5) Camp Communications and Public Relations
- 6) Guidelines for Camp Health and Safety
- 7) Managing Camp Business and Finance
- 8) Providing Camp Services for Campers
- 9) Promoting Growth and Development of Camp Staff

In most cases, you will be completing one or two selected modules. However, all modules are excellent guides to use in homestudy.

Upon beginning each module, you should review the "performance objectives checklist." If you feel that you can achieve the performance objectives with 90 percent accuracy without participating in the learning activities, then you can elect to take a pre-test or show evidence of having mastered the objectives. If the pre-test is passed successfully, you can proceed to the next unit or module or participate in the enriching activities. In all other cases, you should participate in those learning activities which will help you to achieve the performance objectives, or those selected by the trainer. If the pre-test is successfully passed, you should see the trainer. The trainer may require all trainees to participate in selected group activities; so, it is important to follow the trainer's instructions at all time.

Prerequisites

Through task analysis, a number of skills, facts and behaviors were identified as being prerequisites which a camp director must possess before beginning an on-site training program. It was decided to provide the major portion of these prerequisites in two modules within the training program. These are Module 1, which deals with basic information about camping practices and philosophy, and Module 2, which contains information about the camp. There are other prerequisites not covered in these modules which it is assumed all trainees will possess prior to beginning field training. These are primarily behavioral skills and include mature judgement, consistent behavior, sincerity and effective communication.

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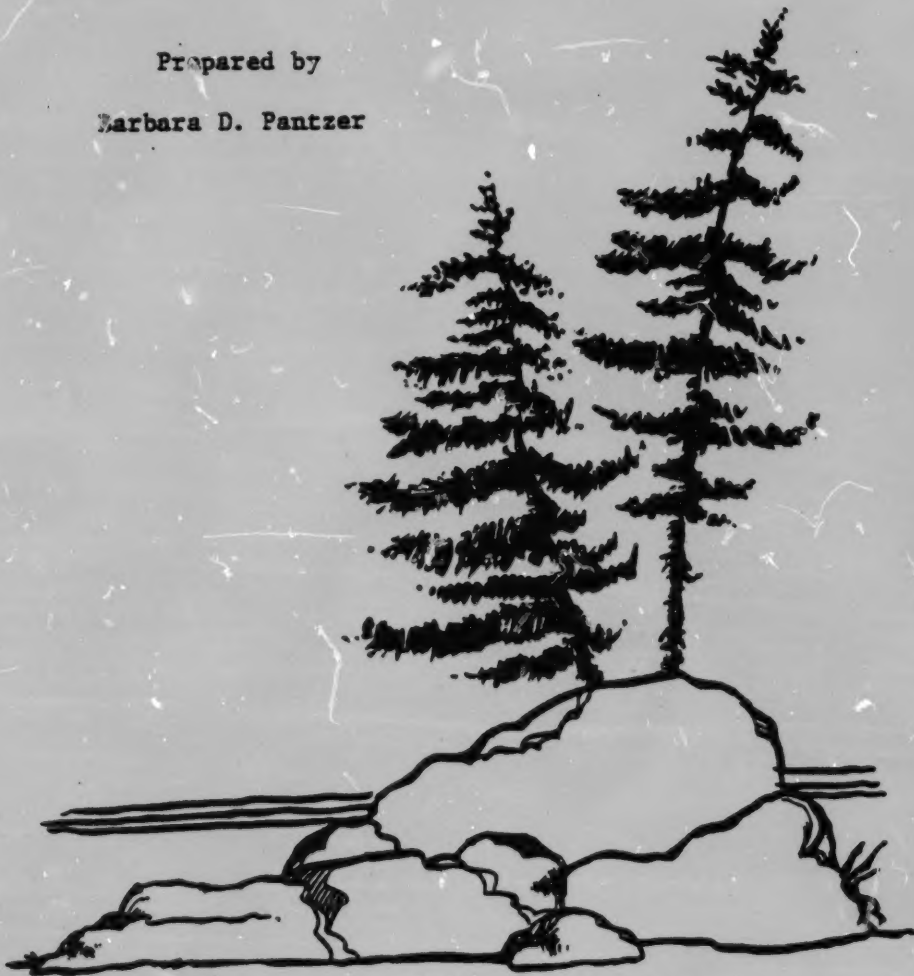
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Module 1

An Orientation to Camping and the Camp

Prepared by

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Edited by

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Elizabeth M. Farley

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An Orientation to Camping and the Camp

Flow Chart

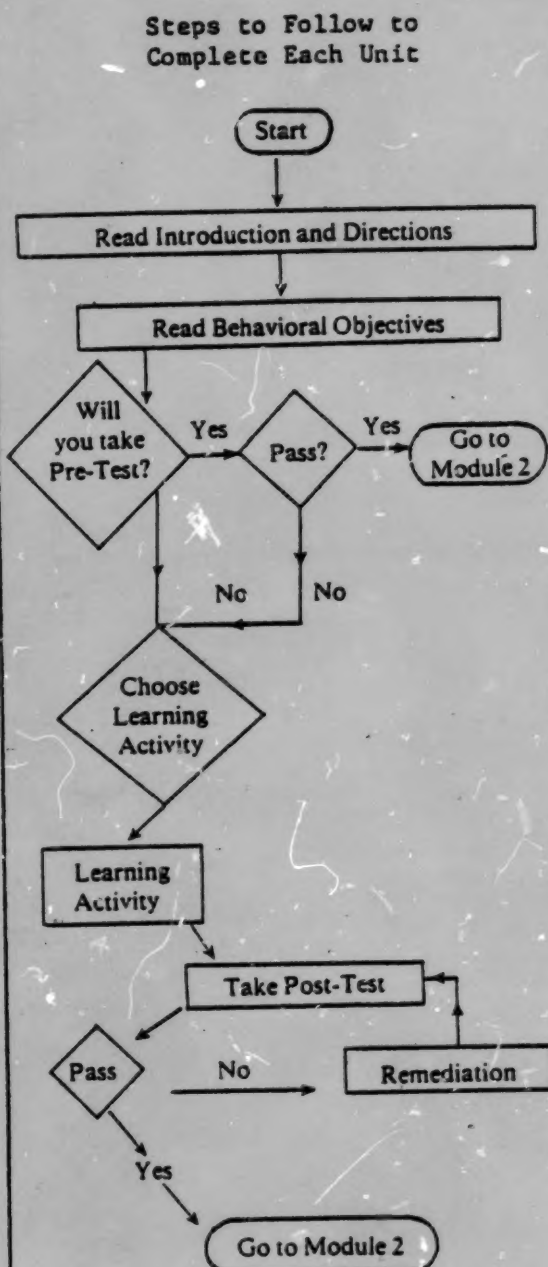


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Module 1

An Orientation to Camping and the Camp

Introduction

This module is divided into three units of instruction: 1) philosophy, goals and objectives; 2) types of camp programs; and 3) general camp practices. It is designed to provide a basic knowledge of philosophy, goals and objectives and general practices of camping. For the person being employed by a camp, specific information regarding the camp will be provided by the camp director.

This knowledge of camping, along with an understanding of the roles and responsibilities of various staff members in the total camp operation, should prepare you, the trainee, to function in an effective manner on the job. Emphasis in this module is placed on helping you acquire general information and develop a basic understanding of camping with the physically handicapped. If you have taken a camp counseling course through a college or university, you may not need to complete Module 1 in detail, but may wish to use it as a review.

Module 1 is to be completed prior to on-site or pre-camp training. Therefore, this module should be completed by the trainee before field-based camp training. This module will be especially helpful to the new camp staff member who has no knowledge or experience in an organized camp program.

The competency-based instructional format will allow you to work through the module at your own pace, to test out of the instructional units and to choose which learning activities to complete. This module also takes into consideration the different learning situations in which it might be used; i.e., college classroom or pre-camp training. Depending on whether you complete the module as part of a college course or as part of pre-camp training will determine which unit 1.3 is to be completed.

Directions

You, the trainee, must work through all the units following the directions given in the materials and by the trainer. Special sections are noted by colors: readings are green, worksheets are blue and tests are yellow.

To complete the module:

1. Read the "Performance Objectives Checklist" and check each objective you think you can complete.
2. Take the pre-test. If you can pass it with 90 percent accuracy, proceed to Module 2.
3. Complete the learning activities which correspond to the performance objectives that you need. As you read the directions for the activities, notice that some of them mention readings or handouts you need to read or worksheets you should complete. These materials are located at the end of each unit.
4. Determine if you wish to complete the enriching activities.
5. Take the post test. No references may be used when taking a test. If you are not able to achieve at least 90 percent accuracy, discuss plans for remediation with your trainer.
6. Proceed to Module 2 after completing all post tests with 90 percent accuracy.

Note: There are two Unit 1.3's in this module. Unit 1.3a was written for students enrolled in a college class and was written to allow for generalities. Unit 1.3b was written to allow camp directors to use their own camp's policies and procedures and to eliminate the need to go through Units 1.1 and 1.2. The trainee should complete the units which pertain to his or her learning situation or as instructed by the trainer or camp director.

Module 1

An Orientation to Camping and the Camp

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module 1. Check each performance objective you feel competent to perform. Then use the remaining performance objectives to select the activities in which you should participate to complete this module.

Unit 1.1

Philosophy, Goals and Objectives of Camping

- _____ 1. Given a list of societal factors, camping characteristics, and personal needs, identify four out of five items which motivate people to go camping.
- _____ 2. Given four definitions of organized camping select the most complete and correct definition.
- _____ 3. From the seven principles of organized camping described in the reading, select three which you feel should be emphasized in a camp program and write a paragraph stating the reasons for their selections. State at least two benefits to the camper which can be derived from the principles selected.
- _____ 4. Given a list of sample objectives, identify four out of five objectives of an organized camp.
- _____ 5. Explain the primary purpose of a therapeutic camp and a recreational camp so that the difference between the two types of camps is shown.

Unit 1.2

Types of Camp Programs

- _____ 6. Match the names of seven types of organized camps (resident, day, school, special interest, family, primitive and trip) to their definition.

- _____ 7. Classify a camp sponsor as being government sponsored, agency or organization, or private or independent.
- _____ 8. Define segregated and integrated camping in terms of the population served.
- _____ 9. Define year-round camping in terms of the scope of the program.

Unit 1.3 a

General Camp Practices

(college course)

- _____ 10. Given the following camp positions: camp director, program director, program specialist, unit director, camp counselor, maintenance supervisor, camp nurse, food service personnel and business office worker; draw an organizational chart.
- _____ 11. List three major job responsibilities of a camp counselor.
- _____ 12. Given a list of jobs, identify position titles of the staff members who perform those jobs.
- _____ 13. List the conditions of employment, salary levels and general rules and regulations to expect when applying for a camp counselor position.
- _____ 14. From a list of possible camp operating procedures, select four out of five procedures which a camp counselor should know.
- _____ 15. Define in your own words the term "program" as commonly used in camping and as defined in the readings or suggested references.
- _____ 16. Given a list of possible purposes for a daily schedule, identify the actual purposes of the daily schedule.
- _____ 17. Describe the program specialty activities, unit activities and special activities which make up a camp program. The description should include information on the type of activities, the staff member who has primary responsibility for planning and conducting the activities and the campers who participate.

- ___ 18. In your own words, explain the relationship between camp objectives and camp program activities.
- ___ 19. Given a list of areas and facilities, identify those areas and facilities commonly found in resident camps.
- ___ 20. Given a list of descriptive statements, identify those which describe a centralized camp and those which describe a decentralized camp.

Unit 1.3 b

General Camp Practices

(pre-camp training)

- ___ 10. In your own words, write the philosophy of your camp.
- ___ 11. List the goals and objectives of your camp.
- ___ 12. Describe the type of organization, sponsor, clientele, scope of program and history of your camp.
- ___ 13. Given the organizational chart of your employing camp, fill in the name of the appropriate person under each job title.
- ___ 14. Given a complete description of your job, write your responsibilities with 100 percent accuracy.
- ___ 15. Given a list of responsibilities identify the staff member in a resident camp to whom each responsibility belongs.
- ___ 16. Write a description of the conditions of your employment with the camp and the remuneration for the job as described by your employer.
- ___ 17. List with 100 percent accuracy the written rules and regulations pertaining to staff conduct in your camp.
- ___ 18. Describe and follow your camp's procedures for a) communication with supervisory and support staff; b) handling money; c) opening and closing day; d) mealtime; e) bedtime; f) lost campers; g) fires; h) natural disasters; i) medical; j) camper coverage; k) staff meetings; l) mail, phone calls, laundry and visitors.
- ___ 19. Define the term "program" as commonly used in camping and as defined in your camp staff manual.

- ___ 20. Outline a typical daily schedule for your camp.
- ___ 21. In your own words, explain the philosophy and objectives of your employing camp in relationship to the activities of the camp program.

Module 1

An Orientation to Camping and the Camp

Pre-Test

1. Circle those items in the list below which are reasons why people camp.
 - a. to have fun
 - b. to experience a sophisticated lifestyle
 - c. to escape from noise, newspapers, traffic, and air pollution
 - d. to contemplate man's relationship with nature
 - e. to make new friends

2. Which of the following definitions of organized camping is the most complete and correct?
 - a. Organized camping is a structured experience for children which uses a broad spectrum of recreational and educational activities led by trained staff to contribute to the mental, physical, social, and spiritual growth of the participants.
 - b. Organized camping is an experience in simple healthy living in the out-of-doors which enables the camper to develop an awareness of himself and his relationship to nature.
 - c. Organized camping is an experience in group living in the out-of-doors which uses trained leadership and the resources of the natural surroundings to contribute to the growth and well-being of the campers.
 - d. Organized camping is a sustained experience in group living through which an individual can learn who he is, what his potentials are, and how his needs can be realized.

3. From the list below, select three of the principles of organized camping which you feel should be emphasized in a camp program. Write a paragraph stating your choices and the reasons for their selection. Your reasons for each of your choices should include at least two benefits to the camper.

out-of-door setting
 simple lifestyle
 participatory activity
 trained leadership

democratic group living
 broad spectrum of activities
 healthy and safe environment

Module 1 (continued)

4. True or False — Circle T if you feel the statement is an objective of an organized camp and F if you think the statement is not an objective of an organized camp.

T F To improve the motor development of campers.

T F To help campers develop a realistic, positive self-image.

T F To help campers understand and deal with their sexual attitudes and behavior.

T F To improve environmental awareness.

T F To improve behavioral skills.

5. a. What is the primary purpose of a therapeutic camp?

- b. What is the primary purpose of a recreational camp?

6. Match the following terms to their definitions.

- a. day camping
- b. family camping
- c. primitive camping
- d. resident camping
- e. school camping
- f. special interest camping
- g. travel camping

— a camping program of learning activities related to the school curriculum

— a camping program for families on an organized basis in a resident setting

— camping in a remote area in which campers are expected to forage for themselves

— camping in which participants go for an established period and return each day to their homes

Module 1 (continued)

_____ camping at one site two or more consecutive nights

_____ camping with one chief objective

_____ camping over two or more days in which the campers move from one site to another

7. Identify the camp sponsor category to which the following organizations belong. Place a G before those which are government sponsored; a P before those that are private or independent, and an A for agency or organization sponsored.

_____ Girl Scouts of America
 _____ Municipal recreation department
 _____ Easter Seal Society for Crippled Children and Adults
 _____ 4-H Club
 _____ State mental health department
 _____ County school system
 _____ Church
 _____ Mr. John Q. Citizen
 _____ American Red Cross
 _____ YMCA

8. Define the following terms:

a. integrated camping _____

b. segregated camping _____

9. Define year-round camping. _____

10. In the space below, draw an organizational chart for a typical summer camp. The chart should include a camp director, program director, program specialist, unit director, camp counselor, maintenance supervisor, food service personnel, and a business office worker.

Module 1 (continued)

11. Match the area of responsibility to the staff position for which it is a primary area of responsibility.

☐ Camp Director	a. camper injuries
☐ Program Specialist	b. evaluation of program staff
☐ Program Director	c. meal preparation
☐ Unit Director	d. swimming program
☐ Business Manager	e. supervision of a small group of counselors
☐ Camp Counselor	f. financial transactions
☐ Food Service Supervisor	g. total camp operation
☐ Maintenance Supervisor	h. camper personal needs
☐ Camp Nurse	i. equipment repair

12. For a job as a camp counselor, you can expect the following:

- a. remunerations for employment

salary _____

other benefits _____

- b. conditions of employment

length of employment _____

hours off _____

reasons why you can be terminated _____

13. List 3 major job responsibilities of a camp counselor.

a. _____

b. _____

c. _____

14. Circle all of the following camp procedures which are important for a camp counselor or program specialist to know.

- a. procedures for requesting maintenance work
- b. procedures for processing campers on the first day of camp
- c. procedures for serving meals
- d. procedures for handling camper money
- e. procedures to follow when a camper is lost

Module 1 (continued)

15. Define in your own words the term "program" commonly used in camping.

16. A daily program is NOT

- a. a flexible time schedule which provides time boundaries for camp activities
- b. a rigid listing of activities
- c. a means of coordinating the activities within the camp
- d. a means to monitor camper health and safety
- e. b and d

17. Using brief statements, complete the following chart.

	Campers Who Participate	Staff Member(s) In Charge	Example of an Activity
Program Specialty Activities			
Unit Activities			
Special Events			

18. What is the relationship between the camp objectives and the camp activities?

19. Which of the following areas and facilities are not normally found in resident camps? (Select the best answer.)

- a. kitchen, infirmary, and sanitary facilities
- b. camp office, camper and staff living quarters
- c. service areas for maintenance and a dining hall
- d. activity shelter, campfire circle, and swimming area
- e. lounge, gift shop, and gym

Module 1 (continued)

20. Place a D in front of those statements which are true of decentralized camps and a C in front of those statements which are true of centralized camps.

- ☐ small living units situated in segregated areas
- ☐ continually exposes the camper to a wide variety of people of all ages and interests
- ☐ regimentation of campers
- ☐ individual attention and support for campers
- ☐ campers play an integral role in the group

If you are using this material during pre-camp orientation, you must also be able to answer the following information.

21. In your words, state the philosophy of your employing camp.

22. List the goals and objectives of your employing camp.

Goals:

Objectives:

23. For your employing camp, provide the following information.

- a. type of organization

- b. name of sponsor and type

- c. age group served

- d. camper capacity

Module 1 (continued)

- e. integrated or segregated _____
- f. scope of the program _____
- g. brief history _____

24. Briefly describe the following procedures for your camp.

communications with supervisory staff _____

handling personal money (staff) _____

handling camper's money _____

handling petty cash _____

opening day _____

closing day _____

mail _____

telephone calls _____

laundry _____

visitors _____

Module 1 (continued)mealtimes _____
_____lost campers _____
_____fires _____
_____natural disasters _____
_____bedtime _____
_____medication _____
_____accidents _____
_____camper coverage _____
_____staff meetings _____

25. List the rules and regulations pertaining to staff conduct for your camp.

Module 1

An Orientation to Camping and the Camp

Unit 1.1

Philosophy, Goals and Objectives of Camping

Content Outline

- I. Philosophy, Goals and Objectives of Camping
 - A. Why People Camp
 - B. Principles of Organized Camping
 - C. Organized Camping Defined
 - D. Goals and Objectives of Camping
 - E. Philosophy, Goals and Objectives in Camps Serving the Physically Disabled

Trainee Information

There are five (5) performance objectives for you to complete in this unit. To help you successfully complete the objectives, a variety of activities have been developed. A post test which accompanies the unit must be passed with 80 percent accuracy to complete it.

Unit 1.1**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Given a list of societal factors, camping characteristics, and personal needs, identify, four out of five items which motivate people to go camping.
2. Given four definitions of organized camping, select the most complete and correct definition.
3. From the seven principles of organized camping described in the readings, select three which you feel should be emphasized in a camp program and write a paragraph stating the reasons for their selections. State at least two benefits to the camper which can be derived from the principles selected.
4. Given a list of sample objectives, identify four out of five objectives of an organized camp.
5. Explain the primary purpose of a therapeutic camp and a recreational camp so that the differences between the two types of camps is shown.

Trainee Information

Objectives 1-5 can be completed by reading the accompanying text; however, it is suggested that you do some of the other activities. Some of the activities may be required by your instructor.

Learning Activities

(This is what you need to do to complete the performance objectives.)

- 1a. Read section on philosophy, goals and objectives in the accompanying text. As you read the material, make notes that will help you to achieve the performance objectives for this unit.

Unit 1.1

or

- 1b. Read the references listed at the end of Unit 1.1. As you read, make notes that will help you to achieve the performance objectives for this unit.

and

- 1c. Informally survey your friends to find out: (a) why people go to camp and (b) what benefits they derive from the experience. Based on your survey, list at least six reasons why people go to camp and ten benefits which can be derived from the experience. Compare your list to the list provided in the readings for Unit 1.1. Have you identified any new reasons or benefits? Make a final list for each question, which includes those in the readings and new ones. Keep one copy in your notebook for your reference and for your instructor to check.

or

- 1d. Informally survey your friends (as in learning activity 2a) to find out: (a) why people go to camp and (b) what benefits they derive from camping. Make a list of their responses and compare your list with the reasons and benefits from your readings. Select one of the topics and creatively express either why people go to camp or the benefits of camping. Your creative project could be making a collage of pictures cut from magazines, painting a picture, writing a short story or skit, or developing a slide presentation. However, your creativity need not be limited to these suggestions. All projects should be handed in to the instructor.

and

- 1e. Look at the seven principles of organized camping listed in the text. Determine which ones you think are most important in a camping experience using the information you have read or collected on why people go to camp and what they get out of the experience. Select the three principles most important to you and write a paragraph stating (a) which principles you selected and (b) the reasons for your selection. Your reasons for selecting each principle should include at least two benefits to campers which can be derived from the principle. Keep a copy of the paragraph in your notebook for your reference and for your instructor to check. After your training and summer work at camp are completed, reread your paragraph. You may find that your philosophy of camping has changed.

Unit 1.1

Enriching Activity

(The enriching activities are planned for you who have experience in camping. The activities will allow you to use your past training and experience.)

Make a tape of camp staff discussing their philosophies of camping. Take notes on the reasons and benefits of camping which each camp staff member stresses in his or her philosophical discussion. Write a paragraph summarizing the philosophy which most appeals to you.

Evaluation Criteria

The post test for Unit 1.1 must be completed with 80 percent accuracy. Any learning activities assigned by the trainer must be completed according to the standards outlined by the trainer.

References

Martin, Alexander Reid. "Potentiality of the Child's Camping Experience," Camp: The Child's World. Martinsville, Indiana: American Camping Association, 1971, pp. 9-14.

Mitchell, Viola A., Julia D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders Company, 1970. pp. 8-10, 14-21, 38, 57.

Sellwood, John J. "Camping for the Physically Handicapped," Journal of the Association for Physical and Mental Rehabilitation, March/April, 1955, pp. 53-57.

Unit 1.1**Additional References**

Clarke, Grace A. and Eleanor P. Eells. "Early Findings on Values of Camping Now Available", Camping Magazine. 47(2): 8-9, November/December, 1974.

Olman, S. Morton. "Assessing Reasons for Attending Camp", Research Camping and Environmental Education. Betty van der Smitten, Compiler. University Park, PA: Pennsylvania State Series No. 11, 1976. pp. 189-196.

Vinton, Dennis and others. Camping and Environmental Education for Handicapped Children and Youth. Washington D.C.: Hawkins and Assoc., Inc., 1978. pp. 6-11.

Readings



Module 1

An Orientation to Camping and the Camp

Unit 1.1

Philosophy, Goals and Objectives of Camping

Why People Camp

Camping is a unique experience in living which takes place in the out-of-doors. It is participated in by people of all ages in a variety of ways. Campers include those who backpack in the wilderness, spend their weekends at state park campgrounds, and attend summer camp programs. When asked why they camp, people respond with reasons which are strictly personal to them. Children most often explain that they camp to have fun; to develop new skills, attitudes, and habits; and to participate in a wide variety of activities. Adults state that they camp to escape from routine responsibilities and familiar environments, to experience a primitive life style, to enjoy the aesthetics of nature, to participate in outdoor activities and hobbies, to make new friends, to promote family ties, to escape from urban stress, and to avoid the inflated costs of other types of vacations.

The reasons why people camp are quite diverse and seem to be unrelated. However, there are common principles or characteristics of camping that tie together all camping experiences and that enable the participants to meet their diverse needs. These principles of camping are discussed in the following section.

Principles of Camping

There is no universal agreement on the purpose of camping or how it should be conducted. However, there are certain principles which are common to all camping experiences and which underlie all camping philosophies. They are:

- (1) Camping takes place in an out-of-door setting. The sights, sounds, smells, touches and tastes of nature are an integral part of the camping experience. They form the background for all camper activities. They can also be used as the central focus of these activities. If fostered, an awareness, knowledge, understanding and appreciation of our natural environment can be developed through a camp program.

Unit 1.1

- (2) Camping provides a simple life style untouched by urban culture. Although some camp sites are more primitive than others, they are all relatively rustic in comparison with city dwellings. They are void of unnecessary gadgetry and ornate decorations. Camping life styles are also simple. There are few demands on time. Enjoyments are often self-motivated and complex rules and regulations are seldom used. Camping, because of its simple life style, is an excellent medium for developing self-reliance and a feeling of community.
- (3) Camping is a participant activity, not a "spectator sport". The camper is always a participant whether he or she is day-dreaming in the forest, eating by a campfire or talking quietly with a friend. From the outset, the camper is immersed in the experience of camping. In many ways, the camper dictates the kind of experience he or she will have by selecting the activities in which to participate and determining the degree of participation.

These three general principles are applicable to all camping experiences. However, there are other principles which regulate the specific ways people camp. Since the concern here is with organized or established camping, further discussion will be limited to the principles of the organized camp program.

Organized camping is "a sustained experience which provides a creative recreational and educational opportunity in group living in the out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth" (American Camping Association, Camp Standards with Interpretations, p. 12). Based on this definition, four other principles which characterize the organized camp program can be identified. They are:

- (4) Organized camping utilizes trained leadership in a high ratio to campers. In the camp, there are leaders who live, work, and play beside the campers. They teach skills, provide guidance and emotional support, and facilitate the camper gaining the maximum benefits from the camp program. The ratio of leaders to campers is high in order that leaders and campers can relate to each other as individuals.
- (5) Organized camping provides a group living experience in a democratic community. The organized camp is a microcommunity in which campers and staff usually live with each other 24 hours a day. (The exception is the day camp.) The proximity of campers to each other over a sustained period of time is conducive to accepting individual differences, sharing and regulating personal habits so that they do not offend others. In addition, the group-living experience provides campers with the opportunity to participate in group decision making and to develop leadership and citizenship skills.

Unit 1.1

- (6) Organized camping offers a broad spectrum of activities. Camp activities range from an active, boisterous rowing contest to the quiet contemplation of a pond's ecological system. Swimming, arts and crafts, nature studies, campcrafts and singing are the most frequently encountered activities. However, camps are certainly not limited to these. The type and complexity of the activities offered are dictated by the interests, needs and abilities of the campers. Through the activities, campers develop skills not only in specific activities, but also in learning to use their leisure. Additionally, campers learn to compete and to cooperate in a constructive manner.
- (7) Organized camping provides a healthy and safe environment for the campers. The health and safety of campers is a primary concern in organized camps. The camp schedule includes regular hours for rest and sleep, as well as time for relaxing and "catching one's breath". A well-balanced diet is also part of the camp regimen. Additionally, measures are taken to prevent camper exposure to potentially unsafe and unhealthy situations.

These principles underlie the various philosophies of camping. Each camp, and probably every individual involved in camping, have their own philosophy of what a camp program could and should be. They utilize the principles in a variety of ways to carry out their individual philosophies. For example, a camp operating with an educational philosophy might purposefully use the natural setting to facilitate environmental learning. Whereas, a camp operating with a purely recreational philosophy might use the natural setting to foster the development of leisure interests or as a background for social interaction. Obviously, environmental learning, the development of leisure interests and social interactions could, and probably would, take place in both camps. The difference would be that in one camp, environmental learning would be planned for, in the other it would be more or less a by-product or secondary outcomes.

Goals and Objectives of Camping

The primary goal for most organized camp programs is to contribute to the growth and well-being of its participants. Camp objectives focus on the physical, personal/social and leisure aspects of the camper. In the following list, examples of objectives in each of these areas are presented. The list is by no means inclusive, since camp objectives can include any area of growth, development or well-being.

Physical Development

- . To improve the motor development of campers
- . To increase physical fitness of campers

Unit 1.1

- . To help campers develop proper eating habits
- . To help campers develop an awareness of camp safety
- . To maintain campers' health

Personal/Social Development

- . To help campers develop a realistic, positive self-image
- . To improve self-awareness
- . To facilitate social adjustment
- . To improve social skills of campers
- . To assist campers in developing leadership skills
- . To improve campers' communication skills
- . To foster cooperative behavior
- . To help campers use competition effectively
- . To increase campers' awareness and understanding of the functions of a democratic community
- . To improve citizenship skills
- . To improve behavioral skills
- . To provide opportunities for risk and adventure
- . To help campers understand and deal with their sexual attitudes and behavior
- . To promote the spiritual growth of campers
- . To improve academic skills and attitudes
- . To develop independent living skills

Leisure Development

- . To help campers develop and improve their skills in and knowledge of camping activities
- . To help campers develop leisure attitudes and habits
- . To improve environmental awareness
- . To develop aesthetic values

Unit 1.1

It should be noted that the aforementioned list contains examples of objectives which would probably never be found in any one camp. It should be further noted that the objectives for any given camp are determined by the philosophy of the camp program.

Philosophy, Goals and Objectives in Camps Serving the Physically Disabled

The philosophy, goals and objectives of most camps serving the physically disabled are no different from the philosophy, goals and objectives of camps serving the non-disabled. The same principles apply. The same variety of philosophies are used to specify the goals and objectives. The same primary goal applies and the objectives are the same as many of sample objectives in the previous lists. If there is a difference between the camp programs serving these two populations, it lies in the manner in which the objectives are accomplished and the emphasis on certain objectives, especially those related to health education and maintenance. It does not lie in their philosophical bases.

Unfortunately, the camping for the handicapped movement has been tagged with a terminology which to the uninitiated appears to constitute a philosophical difference with the overall camping movement. The confusing terms are "therapeutic camping" and "diversional or recreational camping". Therapeutic camping refers to camp programs in which specific therapeutic objectives are worked toward and emphasized in the camp program. With the physically disabled camper, these objectives are usually in the realm of physical improvement and development. However, they can be concerned with personal/social and leisure development as well. A commonly found example of a therapeutic camp is the camp for diabetic children in which campers are taught to manage their disease while at the same time they are helped to overcome the psychological problems associated with diabetes. In these camps, the primary emphasis is on the therapy, but the development of the total camper is not ignored and the philosophy which governs "normal" camps govern these aspects of the therapeutic camp program as well.

Recreational camping refers to camp programs in which the primary emphasis is on the recreational aspects of the camp program and the objectives, as in other organized camps, focus on the development of the total camper. The vast majority of camps serving the physically disabled have recreational programs. However, many of these camps refer mistakenly to their programs as "therapeutic". They feel that because they are affecting the growth and development of the campers, they are providing "therapy". They fail to remember that all organized camps are designed to benefit the camper.

Module 1

An Orientation to Camping and the Camp

Unit 1.2

Types of Camp Programs

Content Outline

II. Types of Camp Programs

- A. Types of Camp Organization**
- B. Types of Camp Sponsors**
- C. Clientele**
- D. Scope of Program**

Trainee Information

There are four (4) performance objectives which you must be able to do before going on to Unit 1.3. To help you successfully complete the objectives, a variety of activities have been developed. A post test must be passed with 90 percent accuracy to successfully complete this unit.

Unit 1.2

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

6. Match the names of seven types of organized camps (resident, day, school, special interest, family, primitive and trip) to their definition.
7. Classify a camp sponsor as being government sponsored, agency or organization, or private or independent.
8. Define segregated and integrated camping in terms of the population served.
9. Define year-round camping in terms of the scope of the program.

Trainee Information

To help you accomplish performance objectives 6-9, you must complete two (2) of the following learning activities: 1a or 1b and then complete 1c.

Learning Activities

(This is what you need to do to complete the performance objectives.)

- 1a. In the following section, read the information on types of organized camp programs. Refer back to the performance objectives to make sure you are noting the information which will help you achieve the objectives.

or

- 1b. Read the references listed for this unit of instruction and take notes on the information which will help you achieve the performance objectives.

and

Unit 1.2

- 1c. Complete the "Terminology Game" found in the worksheets. Try to fill in the answers without looking at your notes or the readings. The game should let you know which terms you need to work on. Keep the completed handout in your notebook for future reference.

Enriching Activity

(The enriching activities are planned for those of you who have experience in camping. These activities allow you to use your past training and experience to help others.)

Make up a game which will help you or your fellow trainees become familiar with the terminology in this unit. One possible game idea is an adaptation of the game "Concentration" in which you match the term with the definition either on a Concentration board or using cards. Bring your game to class or pre-camp orientation and be prepared to share it with the other trainees.

Evaluation Criteria

You must achieve 90 percent accuracy on the post test and complete the activities according to the standards outlined by your trainer.

References

- American Camping Association. Camp Standards with Interpretations. Bradford Woods, Martinsville, Indiana: American Camping Association, 1972. p. 12.
- Bucher, Charles A., and Richard D. Bucher. Recreation for Today's Society. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974. pp. 19-34.
- Shivers, Jay S. Camping-Administration, Counseling, Programming. New York: Appleton-Century-Croft, 1971. pp. 22-26.



Readings



Unit 1.2

Types of Organized Camps

There are many different types of organized or established camps including the residential camp, day camp, school camp, special interest camp, pioneer camp, trip camp and family camp. They differ in terms of facilities, length, purpose and location. The following is a definition of each of these types of camps.

Day Camps offer a sustained experience which provides a creative, recreational and educational opportunity in group living in the out-of-doors. Campers participate for an established period of time and return each day to their homes. Day camps utilize trained leadership and the resources of the natural surroundings to contribute to each camper's mental, physical, social and spiritual growth.*

Family Camps offer organized programs for families in a resident setting; they do not refer to family campgrounds where only facilities are offered to transient campers.*

Pioneer or Primitive Camps are located in remote areas and utilize temporary (non-constructed) quarters. Campers are expected to forage for themselves.

Resident Camps offer a sustained experience which provides a creative recreational and educational opportunity in group living in the out-of-doors in which campers live at one site two or more consecutive nights. They utilize trained leadership and the resources of the natural surroundings to contribute to the camper's mental, physical, social and spiritual growth.*

School Camps offer a sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

Special Interest Camps may be residential, day or a combination of the two. They have one chief objective such as the development of a particular skill or talent or the assimilation of knowledge in one subject or topical area.

*American Camping Association definition.

Unit 1.2

Trip or Travel Camps offer programs wherein a group which is mobile uses transportation to move as a group from one site to another over two or more days for experiences in different environments.*

Types of Camp Sponsors

Organized camps not only differ in terms of philosophy and program emphasis, but they also differ in terms of their sponsors. Camp sponsors can be classified into three categories: government sponsored, agency or organization, private or independent enterprises. Following is a brief explanation of each of these classifications of sponsors.

Government-Sponsored - Government agencies act on behalf of the public. They use tax funds to support the camp programs. Thus, the camp programs are generally free of charge or have a nominal fee attached for users and are provided as a public service. Government sponsors can be at the federal, state, or local levels. Examples of government sponsors are municipal recreation departments, park commissions, school systems, welfare departments, and state-owned hospitals.

Agency or Organization - Agencies and philanthropic organizations provide services which supplement the work done by the government and schools. They are not tax supported, but they may have some revenue from public funds. They often receive support through voluntary donations. Examples of group-work agencies which sponsor camps include YMCA, YWCA, Boy Scouts and Girl Scouts of America, Salvation Army, the Easter Seal Society for Crippled Children and Adults, neighborhood settlement houses, churches, and fraternal organizations.

Private or Independent - are usually operated for a profit. They are open to the public and charge set fees for services. The owners may be one or two people or a group of people who have formed a corporation.

Clientele

The clientele served can also be used to differentiate camps. Age groups served, camper capacity and characteristics of the camper population vary widely among organized camps.

*American Camping Association definition.

Unit 1.2

Organized camps serve a variety of age groups from toddlers to senior citizens. In some camps, age groups are mixed while in others only peer camping is conducted.

The capacity of camps also varies. A small camp is generally one that serves less than 75 campers at one time; a medium sized camp has a capacity of from 75 to 150 campers; and a large camp serves over 150 campers during the session.

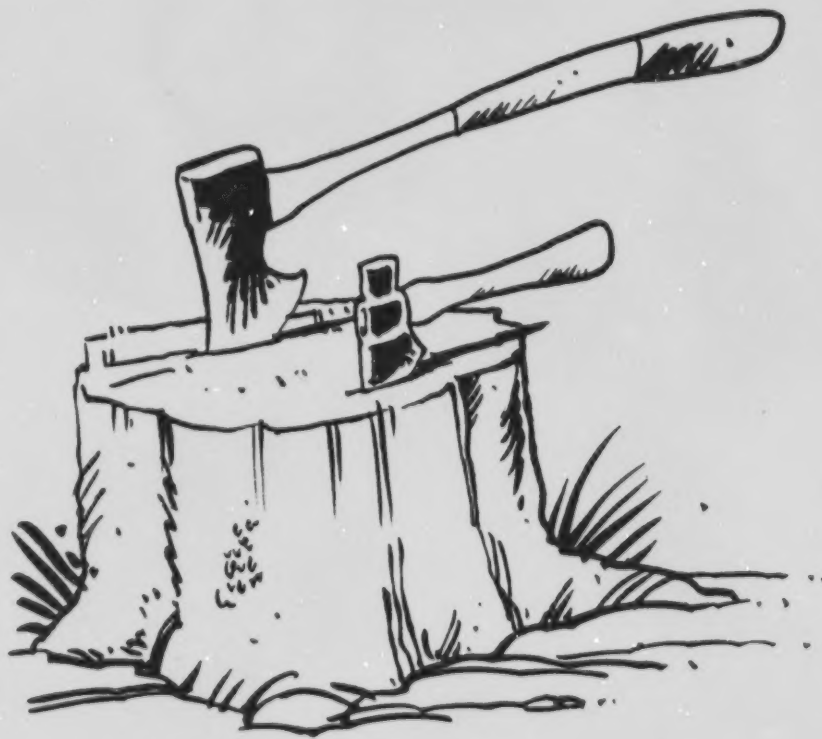
In terms of the characteristics of camper clientele, there are two major types of camps; segregated and integrated. The segregated camp serves only one population; i.e., physically disabled, mentally retarded, mentally ill, learning disabled, disadvantaged, "normal". The integrated camp serves special campers along with "normal" campers or serves more than one special population.

The majority of camps serving the physically disabled are for children and young adults and have a small or medium capacity. Many disabled individuals, who function individually and who need few special services, attend camps of their own choice, but individuals who are more severely impaired are often limited to attending segregated camps which are operated exclusively for disabled individuals.

Scope of Program

In the past, most organized camps operated programs only during the summer months. However, the increased demand for camping services coupled with the need to justify large capital outlays for camp facilities has provided the impetus for year-round camping programs. It has been predicted that in the near future more and more camps will offer programming throughout the year. At present, the majority of camps operate primarily in the summer, but the summer season is gradually being stretched to include the warm weather months from late spring into early fall.

Worksheets



Unit 1.2

Terminology Game

Directions: Read each definition and determine the term which it defines. Write the term in the space provided by the definition, one letter per slot. For those letters with numbers beneath them, transfer that letter to the corresponding space in the quote. When you are finished, you will have spelled out a quote from an ACA publication (Camping Creates Community, p. 10.)

A sustained experience in group living in the out-of-doors in which campers go for an established period and return each day to their homes and which utilize trained leadership and the resources of the natural surroundings.

— 29 — camping

An organized program for families in a resident setting in the out-of-doors which utilize trained leadership and the resources of the natural surroundings.

27 39 1 10 7 — camping

A camping experience in a remote area in which campers are expected to forage for themselves.

16 — 44 48 50 — 70 — 43 camping

A sustained experience in group living in the out-of-doors in which campers live at one site two or more consecutive nights. It utilizes trained leadership and the resources of the natural surroundings to contribute to camper's growth.

42 — 45 15 — 37 23 17 camping

A sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

4 — 14 33 — 60 camping

Unit 1.2

A residential camp, day camp, or a combination of the two in which the chief objective is to develop a particular skill or talent.

13 68 74 57 — 62 73 72 12 — — — 76 54 40 camping

Programs wherein a group which is mobile, uses transportation to move as a group from one site to another over two or more days for experiences in different environments.

9 — 20 — 26 — camping

A camp which serves only one population, i.e., physically disabled, mentally retarded, mentally ill, "normal".

53 — — 5 — — 47 24 — 67 camp

A camp which serves "special" campers along with "normal" campers or serves more than one special population.

58 66 — 56 — 34 59 61 — — camp

A camp program operated in the spring, fall and winter as well as the summer.

— 6 65 — 28 11 41 38 — camp

Camp sponsors who are supported by tax monies. They may be federal, state, or local.

75 18 — — 69 3 30 — 21 — agencies

Camp sponsors who supplement the work done by the government or schools. They are usually supported by voluntary contributions.

— 52 — — 46 —

or 36 — — 8 — — — — —

Unit 1.2

Camp sponsors who usually operate camp programs for a profit.

49 — 22 71 2 — — enterprise

QUOTE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

17 18 ^M19 20 21 22 23 24 ^H25 26

27 28 29 30 31 ^W32 33 34 ^K35 36 ^F37

38 39 40 41 42 43 44 45 46 47 48 49 50 ^N51 52 53

54 ^P55 56 57 58 59 60 61 62 ^S63 ^K64 65 66 67

68 69 70 71 72 73 74 75 76

Answers

day
family
primitive
resident
school
special interest
"Man's relationship to man in the framework of nature is camping's
special task and privilege."
travel
segregated
integrated
year-round
government
agency or
organization
private

Module 1

An Orientation to Camping and the Camp

Unit 1.3 a

General Camp Practices (college course)

Content Outline

III. Staffing

- A. Organizational Structure
- B. Staff Roles and Responsibilities
- C. Conditions of Employment/Remunerations
- D. Staff Conduct

IV. Operating Procedures

- A. Communications
- B. Handling Financial Matters
- C. Opening and Closing Day Procedures
- D. Dining Hall Procedures
- E. Emergency Procedures
- F. Miscellaneous Procedures

V. Program

- A. Program Defined
- B. Daily Program Schedule
- C. Program Specialities
- D. Unit Program
- E. Special Events
- F. Effect of Goals and Objectives on Program Content
- F. Decentralized vs. Centralized Camping

Trainee Information

There are eleven (11) performance objectives which you must be able to do before completing this unit. To help you successfully complete the objectives a variety of activities have been developed. A written post test must be passed to successfully complete this unit of instruction.

Unit 1.3a**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

10. Given the following camp positions: camp director, program director, program specialist, unit director, camp counselor, maintenance supervisor, camp nurse, food service personnel and business office worker: draw an organizational chart.
11. List three major job responsibilities of a camp counselor.
12. Given a list of jobs, identify position titles of the staff members who perform those jobs.
13. List the conditions of employment, salary levels and general rules and regulations to expect when applying for a camp counselor position.

Trainee Information

To help you accomplish performance objectives 10-13 you must complete both of the following learning activities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

- 1a. Attend a lecture given by your trainer or designated person on camp staff organization, job descriptions, conditions of employment, and general camp rules and regulations.

and

- 1b. In the readings there is a section on staff and personnel policies; read this section and take notes to assist you in completing the performance objectives.

Unit 1.3a**Performance Objective**

14. From a list of possible camp operating procedures, select four out of five procedures which a camp counselor should know.

Trainee Information

To help you accomplish performance objective 14 you must complete both of the following learning activities.

Learning Activities

- 2a. In the reading section for this unit, read and take notes on those things which will help you achieve the performance objectives on camp operation procedures.
- 2b. Attend a lecture given by your trainer or designated person pertaining to camp operating procedures.

Unit 1.3a

Performance Objectives

15. Define in your own words the term "program" as commonly used in camping and as defined in the readings or suggested references..
16. Given a list of possible purposes for a daily schedule, identify the actual purposes of the daily schedule.
17. Describe the program specialty activities, unit activities and special activities which make up a camp program. The description should include information on the type of activities, the staff member who has primary responsibility for planning and conducting the activities and the campers who participate.
18. In your own words, explain the relationship between camp objectives and camp program activities.
19. Given a list of areas and facilities, identify those areas and facilities commonly found in resident camps.
20. Given a list of descriptive statements, identify those which describe a centralized camp and those which describe a decentralized camp.

Trainee Information

To help you achieve the performance objectives you must complete one or more of the following activities.

Learning Activities

- 3a. Read the following section on "Program" and "Area and Facilities." Take notes on those things which will help you achieve the performance objectives.

or

- 3b. Read from the list of references for unit of instruction 1.3. Take notes which will help you achieve the performance objectives.

or

Unit 1.3a

- 3c. Attend a lecture given by the trainer or designated person on camp program, area and facilities. Taken notes to help you achieve the performance objectives.

Enriching Activities

(The enriching activities are planned for the trainees who have experience with general camp practices. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

1. View films which depict a variety of camp programs. Write a one or two page paper comparing and contrasting the different program philosophies and activities.
2. Write to five different camps to obtain copies of their staff manuals. Write a two to three page paper comparing and contrasting the different philosophies, job descriptions, organizational charts, etc.
3. Visit three different types of camps. With each camp's director, discuss the camp's philosophy, programming, area and facilities, job descriptions, organizational chart, etc. Write a short paper discussing the camps' commonalities and differences.

Evaluation Criteria

Turn to the post test for this unit. You must pass the written post test with 90 percent accuracy before going on to Module 2.

References

Mitchell, A. Viola, Julia D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders Company, 1977. pp. 80-82, 187-220.

Shea, Thomas M. Camping for Special Children. St. Louis: The C. V. Mosby Company, 1977. pp. 131-148.

Shivers, Jay S. Camping Administration, Counseling, Programming. New York: Appleton-Century-Croft, 1971. pp. 28-76, 179-190.

Readings



Unit 1.3a

Staffing

Organizational Structure

Within the organized camp, there are three categories of staff. They are administration, programming and support staff.

The administrative category consists of the camp director and possibly an assistant camp director. The role of personnel at this level is to execute the policies of the sponsoring agency. Primary concerns of the administrative staff focus on operating and maintaining the facilities and property, supervising business and financial operations, staffing the camp, designing and coordinating the overall program, recruiting campers, maintaining camp rules and regulations, operating a public relations program and training and supervising all staff. The administrative staff is ultimately responsible for all camp functions.

Program staff include the program director, program specialists, assistant program specialists, unit directors, counselors and assistant counselors. One of the problems in describing this particular staff category is the lack of uniform terminology. There are many other job titles used for program and counseling staff. However, anyone directly involved in executing the camp program and in supervising the campers' daily living experiences belongs in this category.

Support is the third category of camp staff. Support staff include medical personnel, food service workers, maintenance and housekeeping staff, and business or office workers. Their primary responsibilities are to provide the medical and logistical support needed for camp functioning. They are directly responsible to the administrative staff who coordinate their services with the program staff.

As seen in the accompanying organizational charts, there are supervisory and subordinate staff within each of the categories. There is also a definite line of responsibility from the camp director on down to the assistants in each of the categories. This line of responsibility is followed downward for directives and upward for suggestions, complaints, and reporting information about functioning within a category. These charts are generalized organizational charts and the specific job titles and categories may not be applicable to all camps.

Unit 1.3 a

Staff Roles and Responsibilities

Space does not permit a lengthy discussion of every staff member found in organized camps. Additional reading is recommended for those who desire more detailed information. Mitchell, Robberson and Obley's Camp Counseling and Shiver's Camping Administration, Counseling, Programming are excellent references in this area.

Camp Director - The general administrative aim of a camp director is to develop, organize, manage and supervise the personnel, physical, and fiscal resources of the camp in order to meet the objectives that have been specified. The camp director is also responsible for evaluating camp programs and operations.

Assistant Camp Director - As the title implies, the general aim of the assistant camp director is to assist the camp director in the day-to-day operations of the camp and to assume the responsibilities of the director when he or she is absent. In some camps the assistant director has the primary responsibility for supervising the functioning of support staff. In other camps the assistant director may handle the direct supervision and coordination of program and support staff.

Program Director - The general aim of the program director is to supervise program and counseling staff and coordinate their work with the support staff. The program director is directly responsible to the camp director concerning all program and counseling matters. Specific responsibilities include developing the daily schedule of events, assisting in pre-camp planning and staff training, and evaluating program staff and operations.

Program Specialist - The general aim of the program specialist is to be responsible for all phases of operation pertaining to a particular program such as arts and crafts and waterfront activities so that safety and maximum utilization of program areas is obtained. Responsibilities include: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories and evaluating. The program specialist is directly responsible to the program director.

Unit Director - The general aim of the unit director is to supervise the operation of one to six cabin or tent groups. The unit director works under the direction of the program director. He or she assists counselors in planning their work and provides technical assistance and support in the unit programs. He or she is also responsible for all records and reports to be obtained from the counselors assigned to him or her.

Unit 1.3a

Camp Counselor - The general aim of the camp counselor is to plan and supervise camping experiences for an assigned group of campers, under the direction and supervision of specified administrative or program staff, and to do related work as required such as maintain a pleasant, clean and safe environment; be responsible for campers' personal needs, conduct and safety; prepare reports and inventories; and work cooperatively with all camp staff to enhance the overall camping experience. The camp counselor is directly responsible to the unit director.

Camp Nurse - The general aim of the camp nurse is to provide health services essential to the camp operation. Acting under the standing orders of a doctor, the nurse performs remedial measures for illness and injuries. In addition, the nurse routinely inspects campers for signs of health deterioration, parasite infection or disease. The nurse reports to the resident physician or the camp director if there is no resident physician.

Maintenance Supervisor - The general aim of the maintenance supervisor is to provide general maintenance and repair services essential to the efficient and effective day-to-day camp operation. The maintenance supervisor is directly responsible to the camp director. He or she may have supervisory duties if assistants are on staff.

Food Service Supervisor - The general aim of the food service supervisor is to supervise and coordinate all activities of kitchen personnel and to handle the administration of food service such as ordering food supplies, evaluating meals and planning work schedules. Except in the larger camps where administrative duties consume the full-time attention of the food service supervisor, he or she also participates in the preparation of meals. The food service supervisor is directly responsible to the camp director.

Business Manager - The general aim of the business manager is to handle all bookkeeping, accounts, transactions, disbursements and supervise the business office. He or she reports directly to the camp director.

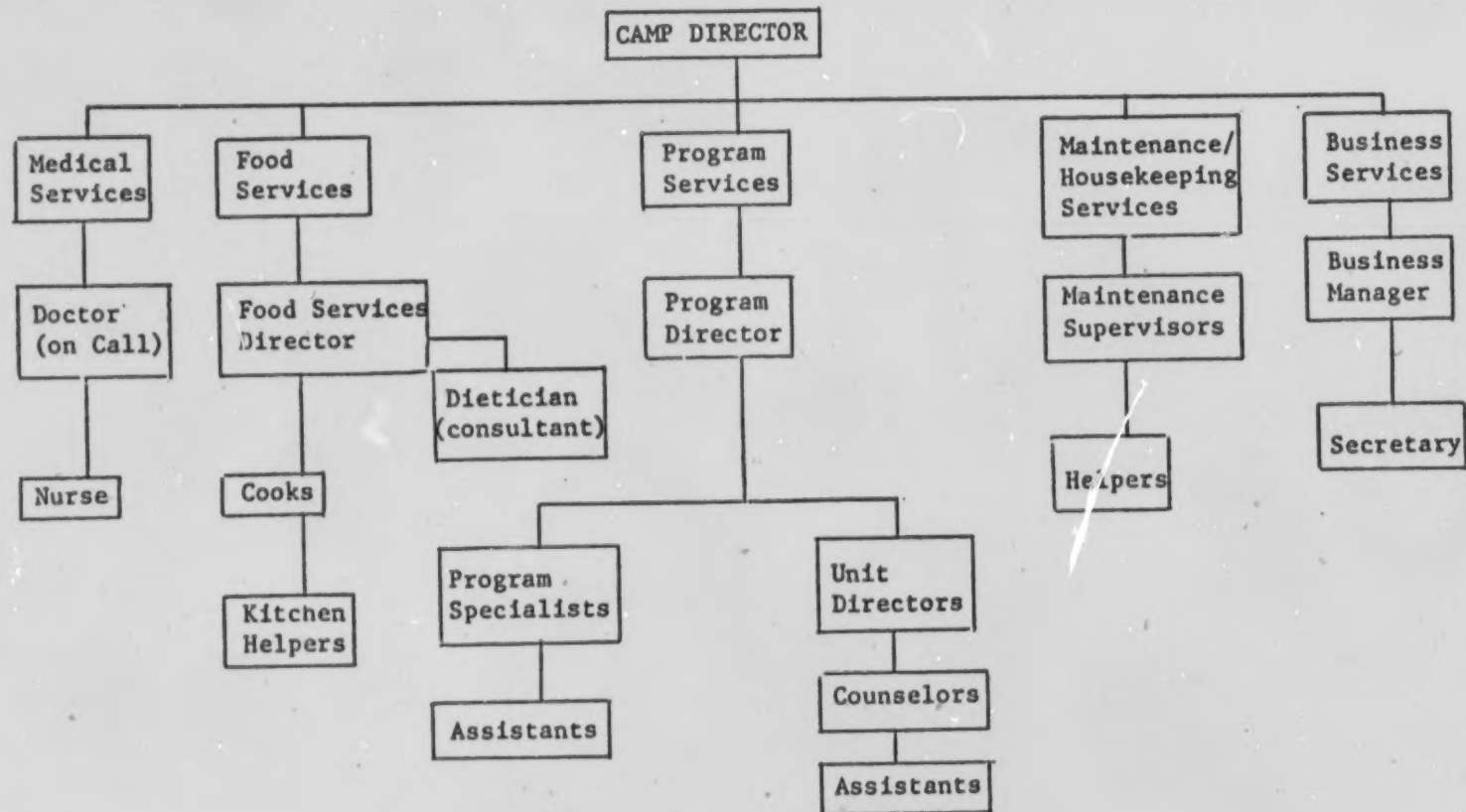
Camp Secretary - The general aim of the camp secretary is to provide secretarial services essential to the efficient and effective day-to-day business operations of the camp. He or she operates the office, handles the mail, types business and program manuscripts and reports and, if there is no business manager, handles the bookkeeping. The secretary is responsible to the business manager or, if there is none, to the camp director.

Unit 1.3 a**Personnel Policies**

Every member of the camp staff should be aware of his or her job responsibilities and duties as presented in the job description and in the job contract. In addition, the employee needs to know the conditions of employment and compensation involved. Conditions of employment include length of employment, time-off policies and reasons for termination of employment from the camp. Compensation may include salary, housing, meals and insurance coverage. Most camps provide this information in their recruitment materials. However, if it is not included, it is the responsibility of the prospective employee to ask about it.

Special attention should be paid to the camp rules and regulations pertaining to staff conduct. Most camps have specific rules concerning alcoholic beverages, smoking areas, curfew hours and general demeanor of the employees, particularly for the camp counselor. These rules are not unreasonable, rather they are an absolute necessity to protect the welfare of the camper. The conduct of the camp counselor directly affects the camper, both mentally and physically. Camp counselors who are not willing to abide by these rules should expect instant dismissal.

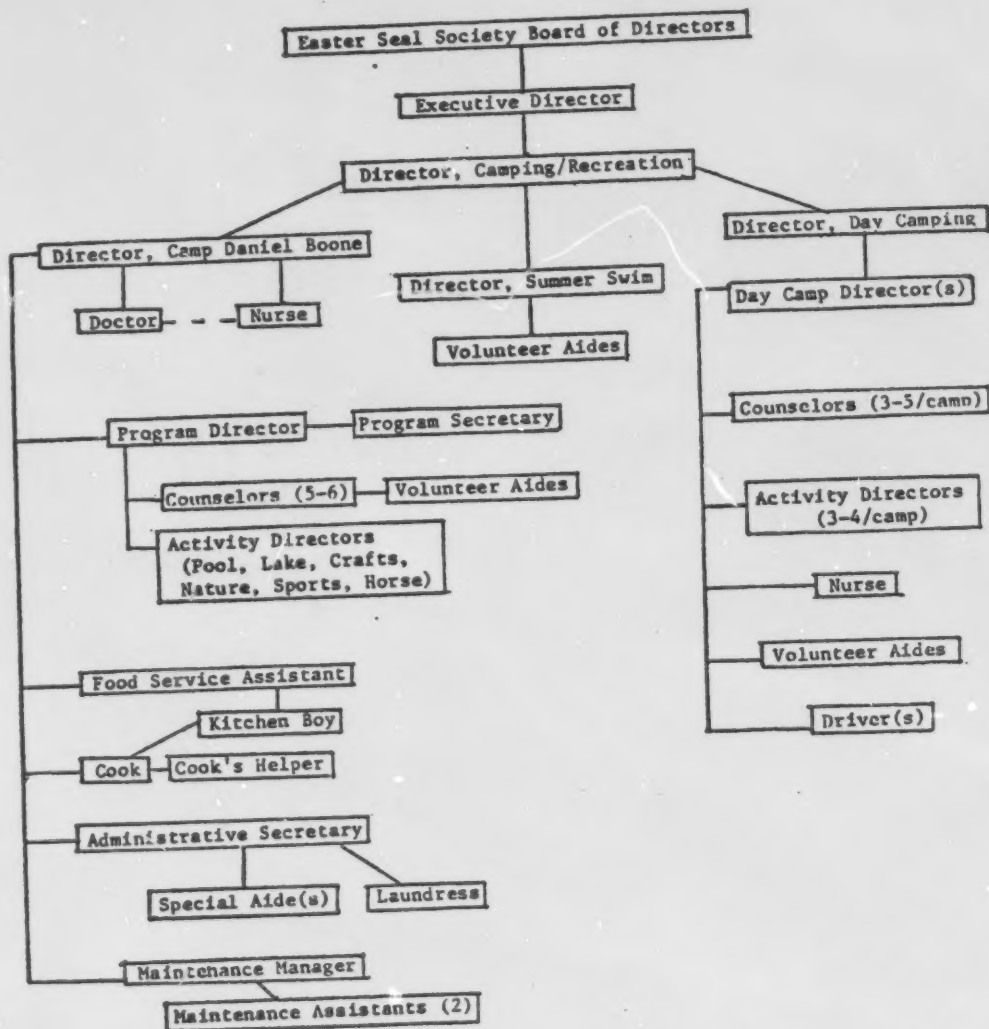
Unit 1.3a



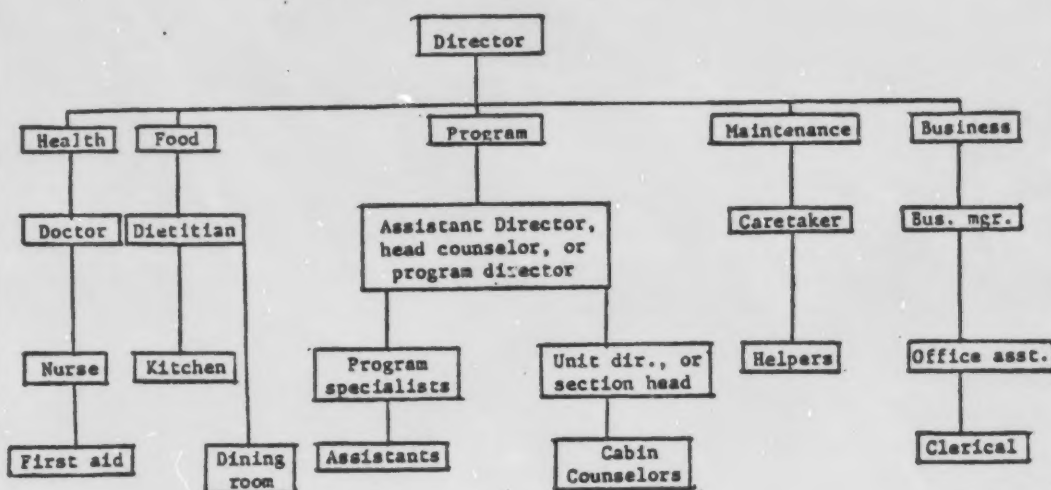
Examples of Camp Organizational Charts

Camp Organizational Chart

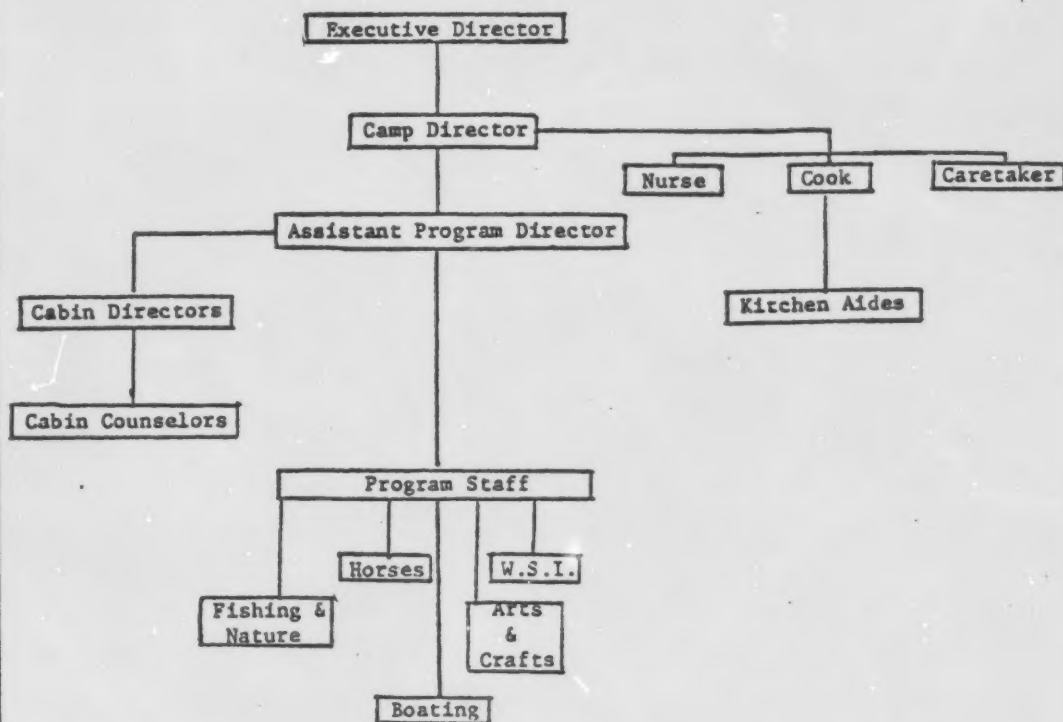
ORGANIZATION CHART - DEPARTMENT OF CAMPING/RECREATION



A Camp Staff Organization Chart



CAMP STRUCTURE



Unit 1.3a**Camp Operating Procedures****Channels of Communication**

Every camp has a predetermined set of procedures which facilitate its day-to-day operations. Staff members need to be thoroughly familiar with these procedures prior to the first day of camp.

One of the most important procedures which the counselor needs to know is how communications with other staff are to be conducted. How do you find out about schedule or night duty changes? To whom and in what manner do you relay complaints and suggestions about the program or about the meals? How do you request assistance with your unit activities? How do you get assistance in dealing with a problem camper? Where and to whom do you turn in maintenance requests? Or do you turn in maintenance requests? How can you get costumes for a skit or food for a cook-out? What do you do when you need transportation for an activity? Who and how do you ask for more toilet paper or program supplies? These are just a few of the questions which will come up during camp for which the counselor should know the answers.

In general, formal communications in camp are kept to a minimum. Few communications are in writing. Directives from the camp director or program director often come in the form of announcements during staff meetings or meals. Complaints, suggestions and requests for assistance are usually presented to one's immediate supervisor in an informal conversation. In the cases of maintenance, food, transportation and supply requests, there may be a need to fill out a form or write a memo. Information about communication procedures for a specific camp can usually be found in the staff manual.

Unit 1.3 a

Program

What Is Program?

Program is everything that the camper does while at camp. It is performing housekeeping chores, planning a unit project, talking to a friend before falling asleep, attending a swimming class and watching another unit perform a skit. It is the planned activities, and it is the casual happenings that occur in each day. Program is every phase of camp life.

A good camp program reflects the camp's goals and objectives by providing a well-rounded and flexible schedule of activities. It includes a balance of activities in various skill areas: free time periods for relaxation, socializing or individual endeavors; adequate rest periods; and sufficient time to complete housekeeping chores and personal hygiene tasks. Portions of the program are planned by the campers. Portions of the program are planned by staff. And portions of the program are spontaneous activities that compliment the mood and momentary needs of the campers. The activities for the most part capitalize on the natural environment, providing experiences indigenous to the out-of-doors.

The Daily Program Schedule

The daily program schedule is the framework within which the camp program is conducted. It is not a rigid listing of activities, rather it is a flexible time schedule that provides boundaries for activities so that coordination between units can be ensured and so that health and safety factors can be monitored. The following daily program schedule is a general schedule which could be used in a camp for physically disabled children and adults. The program is very loose with each camper living group determining what their activities will be during the periods from 10:00-12:00 and 2:30-5:00.

Daily Program Schedule 1

7:30	Reveille
8:30	Breakfast and announcements
9:30	Dorm clean-up and camper care
9:45	Flag raising
10:00	Program areas open
12:00	Program areas close
12:15	Lunch and announcements

Unit 1.3 a

1:00	Campers' rest period
2:30	Program areas open
5:00	Program areas close
5:45	Chow and announcements
7:00	Evening program (all camp or unit activities)
8:30	Children's taps
9:00	Teenage and adult taps
11:00	Counselors in rooms and lights out

A daily program schedule could also look like the following one which was designed for a small camp serving children with cystic fibrosis. The program is more structured than the previous one. There are five activity periods each day through which the camper units rotate. These activity periods are crafts, nature activities, fishing/organized games, boating/swimming, unit meetings, and camp craft. The evening program consists of either an all camp or unit activity such as a camp fire, square dancing, skit presentation, or a snipe hunt. This schedule also includes the treatments needed by children with cystic fibrosis, however, they are built into the program so that they do not interfere with the recreational activities.

Daily Program Schedule 2
Unit #1

7:00	Rise and Shine
7:15	Postural drainage treatments
8:00	Breakfast
8:45	Cabin clean-up
9:00	Activity Period 1 (Unit #1 - Crafts)
10:00	Activity Period 2 (Unit #1 - Swimming/Boating)
11:00	Activity Period 3 (Unit meeting campcraft instruction)
12:00	Lunch
2:30	Activity Period 4 (Unit #1 - Fishing/Organized games)
3:30	Activity Period 5 (Unit #1 - Nature)
4:30	Postural drainage treatments
5:45	Dinner
6:30	Special interest groups
7:45	Campfire and evening program
9:00	Lights out
9:30	Staff Meeting (when called)

Program Specialities

Within the camp program, there are activities which are under the direction of a program specialist in which all campers may

Unit 1.3a

participate. Some of the more commonly found program specialties are described in the following:

Arts and Crafts - Arts and crafts activities in camps are designed to use native materials and the natural inspiration of the camp setting. Projects may range from elementary to complex, allowing the individual campers to participate at their own level of interest and skill. Examples of simple arts and crafts activities are making mobiles from natural materials, creating collages and spatter painting. More involved activities include basketry, weaving, wood carving and pottery making.

Aquatics - Aquatic activities include swimming, diving, lifesaving and boating. Activities may be geared for skill development or just plain fun. However, in all aquatic activities safety is a primary concern. These activities should only take place when qualified staff in adequate numbers are available.

Nature Lore - The study and enjoyment of nature is an integral part of the camp program. Collecting, identifying and observing are common types of activities which combine learning and fun. Nature lore activities offer the campers the opportunity to use all their senses. Sights, sounds, smells, touches and tastes of nature are all used to heighten awareness of the environment and the interrelationship of all living things.

Outdoor Living Skills - Campcrafts are among the most popular camp activities. Trail blazing, fire building, lashing and other wilderness survival skills belong in this category of activities. Even in the less primitive camps, one or two nights under the stars are planned for the camper in which they can test their campcrafter skills.

There are innumerable other program specialties which a camp can offer. Athletics, riding, archery, riflery, music, drama and dance are only a few examples.

There are various methods of conducting activities in the program specialty areas. In more structured camps, each living unit or individual camper is scheduled to attend a designated activity at a given time. The activities are planned and conducted by the program specialist in a specified area or facility of the camp, i.e., the crafts center, the nature hut. In less structured camps, living units plan and conduct their own activities. The program specialist supplies materials and equipment. He or she may also provide ideas and advice on activities, and may on occasion teach a specific skill. The designated program area may or may not be used depending on the activity.

Unit 1.3a

There are advantages and disadvantages of both methods. The more structured method is the more efficient of the two for coordinating material, equipment, staff and facility use. However, the less structured method is the more flexible of the two in terms of meeting the individual interests and needs of the campers. In addition, the less structured method allows for greater integration of all of the individual camper's activities.

Unit Activities

Unit activities are those activities which are supervised by the living unit counselors and in which only members of the living unit participate. Unit activities include activities of daily living, housekeeping, unit service projects, group discussions and unit recreational activities. The unit recreational activities may be arts and crafts, dance, drama, hobbies, sports, games, music, nature lore, campcrafts or social activities. They can be highly structured activities, but usually they are more informal than the program specialty activities in these areas.

Each unit's activities will be largely dependent on the skills and interests of the counselors and the campers. The counselor with a broad knowledge of activities will naturally have a more diverse program than the novice. However, rainy day activities, low organization games, storytelling and camp songs should be part of every counselor's storehouse of knowledge.

Special Events

Special events are those activities participated in by the whole camp and planned by a committee of staff and campers. They are not everyday occurrences. Rather, they are special treats which add zest to the camp schedule. There are a variety of special events used in camping. They usually fall into one of the following categories:

Demonstrations of skills - Activities are planned to allow campers to show off the skills which they acquire at camp such as archery, canoeing, folk dancing and campcrafts.

Exhibitions - Campers' collections and project products are displayed for other campers to view.

Tournaments - Field days, swimming meets, boat races and fishing contests are included in this category.

Unit 1.3a

Mass group participation - All campers perform at the same time in dancing, singing, gymnastics, etc.

Social activities - Dances, parties and banquets are included in this group.

Spectacular displays - These include pageants, carnivals and circuses.

Traditional activities - All-camp campfires, visitors' day, recognition ceremonies, and other activities which are traditions in the camp are included in this category.

Camp Objectives and the Camp Program

Program specialty activities, unit activities and special events are not just picked at random. Rather, they are specifically designed to achieve camp objectives. Activities are selected that will facilitate the fun, social adjustment, learning or physical development that is desired. Thus, the planners of the program must be constantly aware of the objectives of the camp and the potential effects of activities on the campers.

Unit 1.3a

Camp Area and Facilities

Common Areas and Facilities

The areas and facilities which a camp needs are determined by the program to be offered, the number of campers to be served and the special needs of the campers. However, for all camps, simplicity is the key word in the physical design. The topography is altered as little as possible and the facilities are kept to a minimum and are built to be merely functional. Otherwise, camping would turn into resort vacationing.

Areas and facilities usually included are camper living quarters, an infirmary, sanitary facilities (showers and bathrooms), administration structures, service areas for maintenance, a dining hall and kitchen, activity structures and recreational areas. The camp structures may be tents or permanent buildings. If permanent buildings, they are usually made of native materials and are designed to conform to the terrain, using the natural contours and resources of the land when possible.

Camp Layout

In recent years as camps have enlarged, there has been a trend to get away from centrally built camps. The centralized camp is one in which living quarters are arranged in straight lines on either side of a central street or in a circle or square with common use facilities centrally located. The alternative, the decentralized camp, breaks up the large camp into small living units which are situated in segregated areas. Each unit has its own sanitary facilities, campfire circle, outdoor grill and perhaps, activity shelter. The living units are arranged roughly in a circle or semi-circle with the all-camp facilities in the center.

The advantages of the centralized camp are that it is easily administered and that it exposes the camper to a variety of people of different ages and interests. The disadvantages are that it demands regimentation, strict routine and conformity. A camper could easily get lost in the crowd in a centralized camp. In the decentralized camp, the camper has the advantages of small group living. Each camper is given individual attention and support. Thus, his or her problems and progress can be more easily noticed. He or she also has the opportunity to play an integral role in the group, to take part in group decision-making and to assist in planning his or her own activities.

Module 1

An Orientation to Camping and the Camp

Unit 1.3b

General Camp Practices (pre-camp training)

Content Outline

III. Employing Camp Information

- A. Philosophy
- B. Goals and Objectives
- C. Sponsor
- D. Type of Organization
- E. Clientele
- F. Scope of Program
- G. History

IV. Staffing

- A. Organizational Structure
- B. Staff Roles and Responsibilities
- C. Conditions of Employment/Remunerations
- D. Staff Conduct

V. Camp Operating Procedures

- A. Communications
- B. Handling Financial Matters
- C. Opening and Closing Day Procedures
- D. Dining Hall Procedures

VI. Program

- A. Program Defined
- B. Daily Program Schedule
- C. Program Specialities
- D. Unit Program
- E. Special Events
- F. Effect of Goals and Objectives on Program Content
- G. Decentralized vs. Centralized Camping

Trainee Information

There are twelve (12) performance objectives which you must be able to do before completing this unit. To help you successfully complete the objectives, a variety of activities have been developed. A written post test must be passed to successfully complete this unit of instruction, 1.3.

Unit 1.3b

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

10. In your own words, write the philosophy of your camp.
11. List the goals and objectives of your camp.
12. Describe the type of organization, sponsor, clientele, scope of program and history of your camp.

Trainee Information

In order to complete performance objectives 10, 11 and 12, you must complete one or more of the learning activities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

- 1a. Read the section in your staff manual on philosophy, goals and objectives. Then read the section on sponsor, clientele, scope of program and the history of the employing camp. Make notes to help you achieve the performance objectives.
- 1b. Attend a discussion with the camp director on the philosophy, goals and objectives, type of organization, sponsor, clientele, scope of program and history of the camp. Take notes to help you achieve the performance objectives.

Unit 1.3b**Performance Objectives**

13. Given the organizational chart of your employing camp, fill in the name of the appropriate person under the job title.
14. Given a complete description of your job, write your responsibilities with 100 percent accuracy.
15. Given a list of responsibilities, identify the staff member in a resident camp to whom each responsibility belongs.
16. Write a description of the conditions of your employment with the camp and the remuneration for the job as described by your employer.
17. List with 100 percent accuracy the written rules and regulations pertaining to staff conduct in your camp.

Trainee Information

To help you accomplish performance objectives 13-17 you should complete any four of the following learning activities 2a and 2b or 2c and 2d and 2e.

Learning Activities

- 2a. Draw an organizational chart for your camp or use the one given to you by your trainer. With the other staff members, discuss each one's job title and their responsibilities. Take notes which will help you accomplish the objectives and write each staff person's name with the appropriate job title.

and

- 2b. Read the job descriptions in your staff manual. Attend a discussion pertaining to job descriptions and responsibilities with the camp director.

or

Unit 1.3b

- 2c. Discuss your job with staff members who have same or similar jobs. From your discussions and information from the staff manual, make a list of your responsibilities.

and

- 2d. Prior to camp you should have received a contract which states the conditions of your employment and remuneration. Read and review your contract thoroughly; if there are any questions, be sure and talk with your camp director immediately.

and

- 2e. Read the rules and regulations pertaining to staff conduct in your camp. Attend a discussion on these rules and regulations; if you have any questions while reading, make a list and ask them during the discussion.

Unit 1.3b**Performance Objective**

18. Describe and follow your camp's procedures for a) communication with supervisory and support staff; b) handling money; c) opening and closing day; d) mealtime; e) bedtime; f) lost campers; g) fires; h) natural disasters; i) medical; j) camper coverage; k) staff meetings; l) mail, phone calls, laundry and visitors.

Trainee Information

To help you accomplish performance objective 18 you must complete one (1) or more of the following learning activities.

Learning Activities

- 3a. Read in your staff manual the information provided which explains specific camp procedures.
- 3b. With the camp director and/or a designated staff member, participate in a discussion concerning camp operating procedures.

Unit 1.3b**Performance Objectives**

19. Define the term "program" as commonly used in camping and as defined in your camp manual.
20. Outline a typical daily schedule for your camp.
21. In your own words, explain the philosophy and objectives of your employing camp in relationship to the activities of the camp program.

Trainee Information

To help you accomplish performance objectives 19-21 you must complete one (1) or more of the following activities.

Learning Activities

- 4a. Read the section on camp program in your camp manual. As you read the material, make notes which will help you achieve the performance objectives for this unit.
- 4b. Participate in a group discussion outlining the program specialty areas, their benefits to campers, and their function according to the philosophy and objectives of camp.

Unit 1.3b

Enriching Activities

1. Write to another camp for a copy of their staff manual. Compare their philosophies, goals and objectives with your camp. Look at their job descriptions, personnel policies and camp organization and program. With your camp director, discuss the differences in the manuals and policies. If at all possible, arrange to visit the other camp and view their program.
2. The area of general program practices offers the opportunity for numerous creative activities. Possible projects include designing a camp site, creating a special event activity, making a poster or illustrating an emergency procedure or rules for camp counselor conduct. Talk with your camp director about your ideas before proceeding.

Evaluation Criteria

1. Before proceeding to Module 2, you must pass the post test for this unit, Unit 1.3b, of instruction with 90 percent accuracy. See the table of contents for the page number where the post test can be found.
- or
2. A follow-up activity is planned for this unit of instruction. It is "going to a cookout" game which will be conducted during pre-camp orientation. The purpose of the activity is to help determine if you are able to apply the procedures that you have read about in this unit. If you fail to complete the game successfully, you must participate in a discussion with your camp director about the problems you had during the game.

Remedial Activities

(The remedial activities are planned for you if you have difficulty meeting the performance objectives and need additional practice or work.)

Determine activities which would assist in your weak areas by reviewing items missed on the post test. Possible activities are additional readings; writing a referenced paper, or repetition of any of the original learning activities.

Unit 1.3b**References**

- Mitchell, A. Viola, Julia D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders Company, 1977. pp. 80-82, 187-220..
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- Rodney, Lynn S. and Phyllis M. Ford. Camp Administration. New York: The Ronald Press, 1971.
- Shea, Thomas M. Camping for Special Children. St. Louis: The C. V. Mosby Company, 1977. pp. 131-148.
- Shivers, Jay S. Camping Administration, Counseling, Programming. New York: Appleton-Century-Crofts, 1971. pp. 28-76, 179-190.

Post Tests

Unit 1.1**Philosophy, Goals and Objectives of Camping****Post Test**

1. True or False - Circle T if you feel the statement is true and F if you think the statement is false.
 - T F People camp for a variety of reasons which are strictly personal to them.
 - T F The conditions of the urban society do not have an influence on people's decision to camp.
 - T F One of the reasons people camp is to pursue hobbies and activities in the out-of-doors.
 - T F For children, fun is one of the chief motivating factors for going to camp.
 - T F Camping offers to some a chance to promote family ties.
2. Which of the following descriptions is not true of organized camping?
 - a. Takes place in the out-of-doors
 - b. Offers a sophisticated lifestyle
 - c. Uses trained leadership
 - d. Democratic group living is practiced
 - e. Provides a broad spectrum of activities from which to choose
3. Which of the following statements is true of a therapeutic camp, but not a recreational camp?
 - a. The camp program is designed to contribute to the growth and well-being of the camper.
 - b. The chief values stressed are outdoor recreation, camping skills, group living, and increased social responsibilities.
 - c. Motor development is enhanced.
 - d. Swimming may be prescribed to strengthen the extensors of the knee of a camper.

Unit 1.1 (continued)

4. List three principles of organized camping and state two benefits to the camper which can be derived from each principle.

Principle _____
Benefits _____

Principle _____
Benefits _____

Principle _____
Benefits _____

5. Circle all of the following items which could be objectives in an organized camp.
- a. To provide the campers an opportunity to develop aesthetic values
 - b. To help campers develop academic skills
 - c. To help campers become aware of their individual abilities and limitations
 - d. To help campers develop decision-making skills
 - e. To provide campers with opportunities for risk and adventure.

Unit 1.2

Types of Camp Programs

Post Test

Complete the following definitions.

1. A sustained experience in group living in the out-of-doors in which campers live at one site two or more consecutive nights is called _____ camping.
2. A sustained experience in group living in the out-of-doors in which campers go for an established period and return each day to their homes is called _____ camping.
3. Group-work agencies or organization sponsors are community organizations which supplement the work of public agencies but are supported primarily by _____.
4. Camps which serve only one population are _____ camps.
5. Camping which is offered in the summer, fall, winter and spring is called _____ camping.

Match the following terms with their distinguishing characteristics.

- | | |
|-----------------------------------|--------------------------------------|
| 6. _____ primitive camping | A. more than one population |
| 7. _____ outdoor education | B. school curriculum |
| 8. _____ special interest camping | C. different environments |
| 9. _____ trip camping | D. profit making |
| 10. _____ government sponsors | E. remote areas |
| 11. _____ commercial sponsors | F. development of a particular skill |
| 12. _____ integrated camping | G. tax supported |

True or False - Circle T if you feel the statement is true and F if you feel it is false.

13. T F Family camping refers to family campgrounds where only facilities are offered to transient campers.
14. T F A school camp can also be a day camp.
15. T F 4-H clubs are examples of a commercial agency sponsor.
16. T F Age groups served, camper capacity, and camper characteristics can be used to classify camps.
17. T F An example of group-work agency sponsors is the Easter Seal Society for Crippled Children and Adults.

Unit 1.2 (continued)

- 18. T F State mental hospitals are agency sponsors of camp programs.
- 19. T F Special interest camps may be day and/or residential camps.
- 20. T F In pioneer camps, campers are expected to forage for themselves.

Unit 1.3a

General Camp Practices

(college course)

Post-Test

- [illegible]

Unit 1.3 a (continued)

4. If you applied for a job as a camp counselor, briefly describe what you could expect for the following:
- a. conditions of employment _____
length of employment _____
hours off _____
reasons why you can be terminated _____
 - b. compensative
salary _____
staff benefits _____
5. Define the term "program" as commonly used in camping.
6. Circle the purposes of a daily program schedule.
- a. framework of the camp program
 - b. flexible time schedule which provides time boundaries for activities
 - c. rigid listing of activities
 - d. a means of coordinating activities
 - e. a means to monitor health and safety
7. Using brief statements, complete the following chart:

	Campers Who Participate	Staff Member in Charge	Example of an Activity
Program Specialty Activities			
Unit Activities			
Special Events			

Unit 1.3a (continued)

8. Explain briefly the relationship between the camp objectives and camp activities.

9. Circle the following areas and facilities which are found in resident camps.
 - a. camper living quarters
 - b. administrative offices
 - c. kitchen, infirmary, and sanitary facilities
 - d. service areas for maintenance
 - e. recreational areas
 - f. gift shop
 - g. lounge
 - h. activity structures

10. Circle the statements which describe a centralized camp.
 - a. living areas in straight lines on either side of a central street
 - b. common facilities centrally located
 - c. small living units in segregated areas
 - d. exposes campers to a variety of people of different ages and interests
 - e. strict routine and conformity
 - f. individual attention
 - g. integral role in group decision-making

11. Which of the following procedures are necessary for the camp counselor to know?
 - a. communication channels with other staff
 - b. emergency procedures
 - c. handling camper money
 - d. mealtime procedures
 - e. none of the above

Unit 1.3b**General Camp Practices****Post-Test**

1. Attached you will find a copy of your camp's organizational chart. Under the job title write the name of the person who holds that position.
2. Write a short statement describing the philosophy of your camp.
3. List the goals and objectives of your camp.
4. For your camp, provide the following information:
 - a. Type or organization
 - b. Name and type of sponsor
 - c. Age groups served
 - d. Camper capacity
 - e. Integrated or segregated program.
 - f. Scope of the program
 - g. Brief history.

Unit 1.3b

(continued)

5. Your trainer will provide you with a job description. Write 3 of your major responsibilities.
 - a. _____
 - b. _____
 - c. _____
6. Write on the line the title of the staff member who has primary responsibility for the job listed.
 - a. camp injuries _____
 - b. meal preparation _____
 - c. crafts program _____
 - d. evaluation of program staff _____
 - e. supervision of counselors _____
 - f. finances _____
 - g. total camp operation _____
 - h. equipment repair _____
 - i. camper personal needs _____
7. For your job, briefly describe the following:
 - a. conditions of employment
 - length of employment _____
 - hours off _____
 - reasons why you can be terminated _____
 - b. compensations
 - salary _____
 - staff benefits _____
8. What are the rules and regulations pertaining to staff conduct for your camp?

Unit 1.3b

(continued)

9. Briefly describe the following procedures for your camp:

communication with supervisory staff _____

communication with support staff _____

handling personal money _____

handling camper's money _____

handling petty cash _____

opening day _____

closing day _____

mealtimes _____

lost campers _____

natural disasters _____

fire _____

mail _____

phone calls _____

laundry _____

visitors _____

bedtime _____

medication _____

accidents _____

camper coverage _____

staff meetings _____

Unit 1.3b

(continued)

10. What is the definition of the term "program" as commonly used in camping?
11. Briefly outline a daily schedule for your camp.
12. Explain briefly the relationship between the philosophy and objectives of your camp and the activities in the camp program.

Unit 1.3 b**General Camp Practices****Post-Test****Going to a Cookout**

Post-assessment for this third unit of instruction will be conducted via a "going to a cookout" game, an adaptation of a treasure hunt. The game will be played on the first afternoon that you are on-site after a tour of the camp site is given.

Object: The object of the game is for you to get from the dining room (the starting point) to the cookout site (the finish line) with all of the equipment and food needed for you to have dinner.

Directions:

Each trainee will work alone. You will be instructed to use one of the two sets of directions for the game included on the following pages. The directions consist of information covered in unit 1.3b. If these sets of instructions do not correspond with our camp, the instructor will make up direction sheets to conform with the buildings and areas in camp.

Evaluation of Trainee Performance:

If you can answer the questions correctly, you will be led to a series of points where you can pick up food and equipment for the cookout. If you cannot answer the questions correctly, you will arrive empty handed or minus one or two items. You should check in with the instructor upon arrival at the cookout site. Missing items will indicate directions which were not followed correctly. They should be noted by circling the direction missed. These sheets should be used later by you and your trainer to plan for remediation. Answers are also included in the following section.

Trainee Directions
Set #1

1. From the dining hall, proceed to the place where the person who has primary responsibility for total camp operations works. There you will receive a container to put your "loot" in. If you don't know who this person is or the name of the place where he works, go on to #2.
2. If you think a daily program schedule is a means to protect campers health and safety, go to the arts and crafts hut. If you think a daily program schedule is a rigid listing of activities, go to your assigned living area. If you think a daily program schedule is not either of the above, go to the maintenance service area. If you choose the right answer, you will find plastic utensils at your destination. If you do not choose the right answer, do not retrace your steps, but go on to #3.
3. Go to the place where you are to take your campers when a fire breaks out in the camp area or during fire drills. You will pick up marshmallows there. If you do not know where to go in case of fire, proceed to #4.
4. Go to the nature center, define the term "program" to the staff member stationed there. If you define it correctly, you will be given a paper plate and napkin. If you don't define it correctly, go without your plate and napkin to #5.
5. Go back to the dining hall. On the back table are various forms. Select the appropriate form for requesting food for cookout. Fill out the form requesting hot dogs, buns, potato salad, and baked beans enough for six campers and yourself. If you choose the right form and fill it out correctly, the cook will give you hot dogs and buns. (Your potato salad and baked beans are at the cookout site.) If you don't choose the right form or you don't fill it out correctly, the cook will deny your request. (Don't worry, you will get your food at the cookout site!)
6. Determine if the following statements are true or false.
 - a. Camp counselors are allowed to drink alcoholic beverages on the camp site as long as their campers are not around.
 - b. Camp counselors are responsible for assisting in planning camp wide events.

Unit 1.3b continued

- c. Unit activities are those activities in which only members of the living unit participate.
- d. Races, swimming meets, and all camp campfires are examples of special events.
- e. A decentralized camp provides more attention to the needs and potentials of the individualized campers than a centralized camp.

If two or less statements are true, go to the parking lot. If only three of the five statements are true, go to the campfire circle for living unit #4. If only four of the five statements are true, go to the infirmary. If all five statements are true, go to the sheltered activity area. If you choose the right answer, you will find cups at your destination. If not, do not retrace your steps, but go on to #7.

- 7. The cookout is being held in the cookout area for living unit #2. If you think this statement is true, proceed to the cookout. If you think it is false, come to the cookout behind living unit #2 anyway.

Trainee Directions
Set #2

- 1. Go to the nature center, define the term "program" to the staff member stationed there. If you define it correctly, you will be given a paper plate and napkin. If you don't define it correctly, go without your plate and napkin to #2.
- 2. Determine if the following statements are true or false.
 - a. The program specialist is responsible for all phases of operation of a particular program such as arts and crafts or waterfront activities.
 - b. The daily program schedule is the framework within which the camp is conducted.
 - c. Unit activities are supervised by the living unit counselors and are participated in only by members of the living unit.
 - d. A decentralized camp demands conformity, strict routine and regimentation.
 - e. The camp counselor does not need to know how to handle camp money.

Unit 1.3b continued

If only two or less of the statements are true, go to the maintenance service area. If only three of the statements are true, go to the camp office. If only four of the statements are true, go to the parking lot. If all five statements are true, go to the shower room for unit #3. If you choose the right answer, you will be given a container for your food and supplies at your destination. If you choose the wrong answer, do not retrace your steps but go on to #3.

3. One of the program specialties is a creative field which in a camp is designed to use native materials and the inspiration of the natural setting. Go to the activity building which houses this specialty. There you will be given plastic utensils. If you don't know where to go, go on to #4.
4. If you think camp objectives dictate the type of activities offered in a camp, go to the camp infirmary. However, if you think the camp objectives and the camp activities are not related, go to your room. If you choose the right answer, you will find cups at your destination. If not, do not retrace your steps, but go on to #5.
5. Go to the place where you are to take your campers for fire drills. If you go to the correct place, you will be given marshmallows. If not, proceed without your marshmallows to #6.
6. Go back to the dining hall. On the back table are various forms. Select the appropriate form for requesting a camper's bed to be fixed. Fill in the form and present it to the staff member whose title on his nametag indicates he would be the person to fix the bed. If you choose the right form, fill it in correctly, and you present it to the right person, you will be given hot dogs and buns. If not, you'll have to pick them up at the cookout site.
7. Go cook your hot dogs at cookout area for living unit #2 and have a good meal.

Answer Sheets

Module 1

An Orientation to Camping and the Camp

Grading of the Pre-Test

To grade the pre-test, check your answers against those provided. To be counted correct, all parts of each question must be answered as specified on the answer sheet with the exception of questions 1, 7, 11, and 14. For questions 1 and 14 to be considered correct, only 4 out of 5 items need to be marked as indicated on the answer sheet. For question 7 to be considered correct, only 9 of the sponsors need to be identified as they are on the answer sheet. For question 11 to be considered correct, only 8 of the 9 items need to be answered as they are on the answer sheet.

To determine if you have passed the pre-test and can exit from the module without participating in the learning activities, count up the number of questions which you answered correctly. If you are using the material in a college class you must answer correctly 18 out of the first 20 questions. If you are using this during a pre-camp orientation you must correctly answer 22 of the 25 questions.

If you do miss a question or two but are still able to by-pass the module, it is recommended that you go back to the performance objectives and learning activities which apply to the questions you answered incorrectly. It is not mandatory to do this, but you may find it helpful in strengthening your competency.

If you do not pass the pre-test with 90 percent accuracy, proceed to the learning activities in the units of instruction for which you could not achieve the performance objectives. Questions 1 through 5 apply to the performance objectives in unit of instruction 1. Questions 6 through 9 apply to the performance objectives in unit of instruction 2. And questions 10 through 20 apply to the performance objectives in the unit of instruction 3a and questions 10 through 25 apply to the performance objectives in unit of instruction 3b.

Module 1

Answers to Pre-Test

1. All items should be circled except b. (4 out of 5 items must be correct to check off this number.) 1. _____
2. c 2. _____
3. Three principles and two benefits for each of those principles must be included for credit. 3. _____
4. All answers are true. 4. _____
5. a) to provide therapy for treatment for a specific condition
b) to provide a recreational experience in order to promote the growth and well-being of the total camper 5. _____
6. d, f, g, e, b, c, a 6. _____
7. a, g, a, g, g, g, a, p, a, a (9 out of 10 items must be correctly answered to check off this number.) 7. _____
8. a) serves two or more populations in the same camp program
b) serves only one population in the program 8. _____
9. Camping which takes place 365 days of the year. 9. _____
10. See Text 10. _____
11. g, d, b, e, f, h, c, i, a. (Before checking off this number, 8 of the 9 items must be answered correctly.) 11. _____
12. Answers supplied by trainer or employing camp. 12. _____
13. See Text 13. _____
14. All items should be circled. (Before checking off this number, 4 out of the 5 items must be answered correctly.) 14. _____

Answers to Pre-Test (continued)

15. Everything which happens to camper from his arrival to departure.

15. _____

16. b

16. _____

17.

17. _____

	Campers Who Participate	Staff Member(s) In Charge	Example of an Activity
Program Specialty	All Campers	Program Specialist	Arts & Crafts Swimming Nature Camp Crafts (any listed in text or present at camp)
Unit Activities	Campers in Unit only	Camp Counselor	Any camp activity can be a unit activity; any example of a camp activity is acceptable
Special Events	All Campers	Program Specialist, Camp Counselors (all program staff)	See text to determine.

18. The camp objectives determine the type of activities in the camp.

18. _____

19. e

19. _____

Answers to Pre-Test (continued)

- | | |
|---|-----------|
| 20. d, c, c, d, d. | 20. _____ |
| 21. Answer provided by employing camp. | 21. _____ |
| 22. Answer provided by employing camp. | 22. _____ |
| 23. Answer provided by employing camp. | 23. _____ |
| 24. Answers provided by employing camp. | 24. _____ |
| 25. Answers provided by employing camp. | 25. _____ |

Unit 1.1

Philosophy, Goals and Objectives of Camping

Grading to the Post Test

To successfully pass the post test for Unit of Instruction 1, question 1 must have four out of the five true-false statements identified correctly. All other questions must be answered as specified on the answer sheet. If the post test is not passed, make note of the questions missed and the performance objectives to which they apply so that appropriate remediation can be planned.

<u>POST TEST ANSWERS</u>	<u>CORRESPONDING PERFORMANCE OBJECTIVES</u>
1. T, F, T, T, T	1. P. O. #1
2. b	2. P. O. #2
3. d	3. P. O. #5
4. Answers to be found in the manuscript.	4. P. O. #3
5. All of the items should be circled.	5. P. O. #4

Unit 1.2

Types of Camp Programs

Grading of the Post Test

Check your answers against those provided and total the number of questions answered correctly for the first 20 questions. You can miss two questions and still successfully pass the post test for this unit.

<u>POST TEST ANSWERS</u>	<u>CORRESPONDING PERFORMANCE OBJECTIVE</u>	<u>POST TEST ANSWERS</u>	<u>CORRESPONDING PERFORMANCE OBJECTIVE</u>
1. resident	P. O. #6	12. a	P. O. #8
2. day	P. O. #6	13. F	P. O. #6
3. voluntary donations	P. O. #7	14. F	P. O. #6
4. segregated	P. O. #8	15. F	P. O. #7
5. year-round	P. O. #9	16. T	P. O. #8
6. e	P. O. #6	17. T	P. O. #7
7. b	P. O. #6	18. F	P. O. #7
8. f	P. O. #6	19. T	P. O. #6
9. c	P. O. #6	20. T	P. O. #6
10. g	P. O. #7		
11. d	P. O. #7		

Unit 1.3a**General Camp Practices****Grading of the Post Test**

To successfully pass the post test for Unit of Instruction 3, you may miss one question. If the post test is not passed, make note of the questions missed and the performance objectives to which they apply so that appropriate remediation can be planned.

<u>Answers</u>	<u>Corresponding Performance Objective</u>
1. See text.	P. O. #10
2. a. camp nurse b. food service personnel c. program specialist d. program director e. unit director f. business manager g. camp director h. maintenance supervisor i. camp counselor	P. O. #12
3. See prototype staff manual or text.	P. O. #11
4. Class notes.	P. O. #13
5. Everything which happens to camper from his arrival to departure.	P. O. #15
6. a, b, d, e	P. O. #16

Unit 1.3a

Answers to Post-Test (continued)

AnswersCorresponding Performance Objective

7.

P. O. #17

	Campers Who Participate	Staff Member in Charge	Example of an Activity
Program Specialty Activities	All Campers	Program	Arts & Crafts Swimming Nature (any listed in text)
Unit Activities	Campers in Unit Only	Camp Counselor	Any Camp Activity, (See Text)
Special Events	All Campers	All Program Staff	Any Camp Activity, (See Text)

8. The camp objectives determine the type of activities in the camp.

P. O. #18

9. a, b, c, d, e, h

P. O. #19

10. a, b, d, e.

P. O. #20

11. a, b, c, d.

P. O. #14

Unit 1.3b

General Camp Practices

Grading of the Post Test

To successfully pass the post test for Unit of Instruction 3, you may miss 2 questions. If the post test is not passed, make note of the questions missed and the performance objectives to which they apply so that appropriate remediation can be planned.

<u>Answers</u>	<u>Corresponding Performance Objectives</u>
1. Answer provided by employing camp.	P. O. #13
2. Answer provided by employing camp.	P. O. #10
3. Answer provided by employing camp.	P. O. #11
4. Answer provided by employing camp.	P. O. #12
5. Answer provided by employing camp.	P. O. #14
6. a. camp nurse b. food service personnel c. program specialist d. program director e. unit director f. business manager g. camp director h. maintenance supervisor i. camp counselor	P. O. #15
7. Answer provided by employing camp.	P. O. #16

Unit 1.3b

Answers to Post Tests (continued)

<u>Answers</u>	<u>Corresponding Performance Objective</u>
8. Answer provided by employing camp.	P. O. #17
9. Answers provided by employing camp.	P. O. #18
10. Everything which happens to camper from his arrival to departure.	P. O. #19
11. Answers provided by the employing camp.	P. O. #20
12. The camp philosophy and objectives determine the type of activities in the camp.	P. O. #21

Unit 1.3b

General Camp Practices

Grading of the Post-Test

Going to a Cookout

When you report in at the end of the game, you cannot be missing more than one item to pass the unit successfully. When more than one item is missing, remediation will be planned around the topics which were not understood.

Post Test Answers

Trainee Directions - Set #1

1. Camp Director's Office
2. Arts and Crafts Hut
3. Lake Front
4. Program must be defined to mean "everything that happens to the camper."
5. Answers should be provided by the employing camp.
6. F, T, T, T, T - Infirmary

Trainee Directions - Set #2

1. Program must be defined to mean "everything which happens to the camper."
2. T, T, T, F, F - Camp Office
3. Arts and Crafts
4. Camp Infirmary
5. Lake Front
6. The form and how it is filled out depends on the employing camp; the person who would fix the bed would be a maintenance staff member.

Module 2

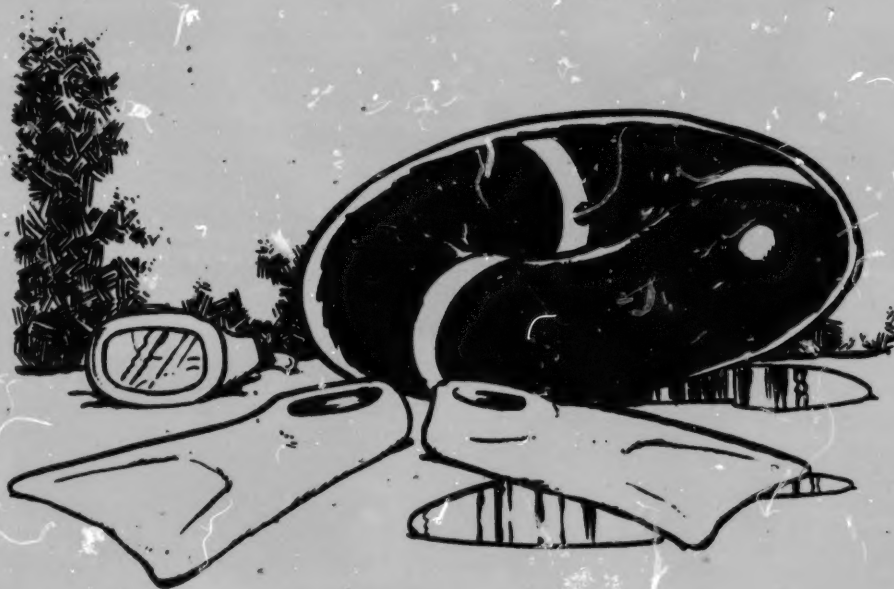
Knowing the Campers

Prepared by

**Stan Labonovich
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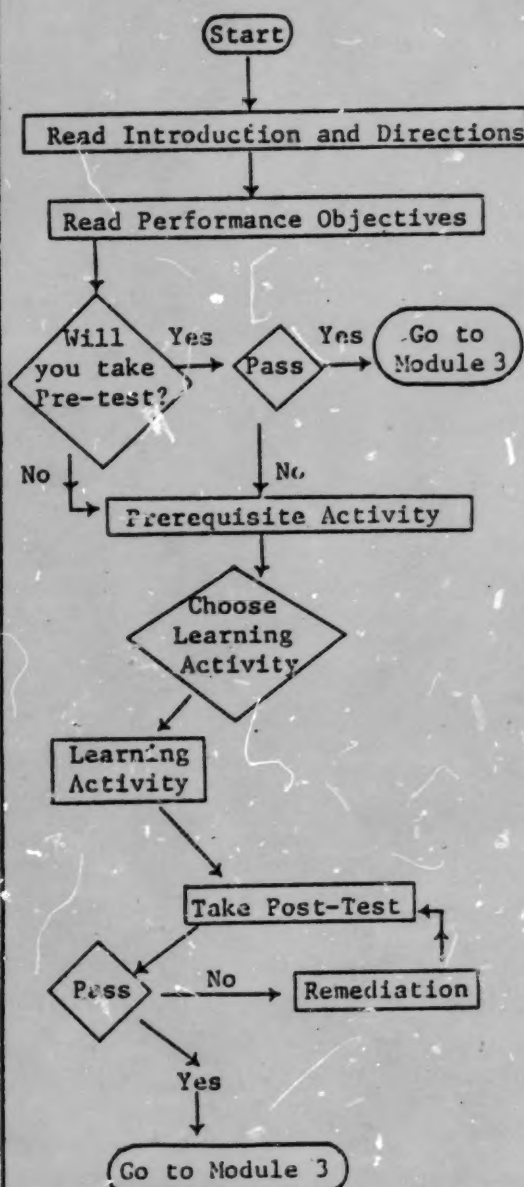
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Module 2**Knowing the Campers****Flow Chart**

Steps to Follow to
Complete Each Unit

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Module 2

Knowing the Campers

Introduction

This module was designed to provide camp personnel with information that could help alleviate many fears, misconceptions and misunderstandings about the physically disabled. It has been determined through task analysis that prior to working in a camp setting, the staff needs an exposure to the disabled and an opportunity to sort out their feelings concerning working and living with disabled people. An understanding of basic terminology associated with physical disabilities, a knowledge of the special needs of the campers with a physical disability, a knowledge of the process of assessing campers for program planning and effective leadership, and an awareness of the humanity and individuality of all campers are important prerequisite knowledge areas for camp staff serving the physically disabled.

Module 2 is to be completed prior to on-site or pre-camp training. This module will be especially useful to the new camp staff member who has no knowledge or experience in working with physically disabled people.

The competency-based instructional format will allow you, the trainee, to work through the module at your own pace, to test out of instructional units and to choose which learning activities you wish to complete.

Directions

To successfully complete this module:

1. Read the introduction and review the flow chart and the table of contents.
2. Read the performance objective checklist and check off each objective you think you can complete without further study.
3. If you have never spent a day with a disabled person, you must participate in the prerequisite activity for this module.
4. Take the pre-test, if you feel you can pass it with 90% accuracy. Proceed to Module 3, if pre-test is passed successfully.

Directions (continued)

5. Complete the learning activities which will enable you to achieve the performance objectives. As you read the directions for the activities, notice that some of them mention readings and/or worksheets which you should complete. These materials are located at the end of each unit.
6. Determine if you wish to complete the enriching activities.
7. Take the post test. No references may be used when taking a test. If you are not able to achieve at least 90% accuracy, discuss plans for remediation with your trainer.
8. Proceed to Module 3 after completing all post tests with 90% accuracy.

Note: There are two unit 2.3's in this module. Unit 2.3a was written for students enrolled in a college class and was written to allow for generalities. Unit 2.3b was written to allow camp directors the use of their own camp's policies and procedures. You should complete the unit which pertains to your learning situation or as instructed by your trainer.

Module 2

Knowing the Campers

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module 2. Check each performance objective you feel competent to perform. Then use the remaining performance objectives to select the activities in which you should participate to complete this module.

Unit 2.1

Characteristics and Classifications

- _____ 1. For each of the following age classifications: 5, 6 and 7; 8, 9 and 10; 11, 12 and 13; and 14, 15 and 16; list
 - a. three examples of normal physical growth and development,
 - b. three behavior characteristics, and
 - c. three special considerations.
- _____ 2. For each of the following adult classifications: older adolescents/young adults; adults; and older adults/senior citizens, list three characteristics.
- _____ 3. List and briefly describe the 5 psycho/social needs of all people.
- _____ 4. Briefly explain the importance of understanding normal growth and development patterns and psycho/social needs when working with the physically disabled.
- _____ 5. Using the definitions and discussion presented in the text or other sources you can document, in your own words and without notes, distinguish between the use of the term "handicap" and the term "disability."

Unit 2.1

- _____ 6. Given four definitions of physical disability, and without references, select the most complete and correct definition.
- _____ 7. List, define, and give one example of each of the five medical classifications of physical disabilities as identified in the text.
- _____ 8. List, define, and give one example of each of the six functional classifications of physical disabilities as identified in the text.
- _____ 9. When given a choice, choose the statement which best describes the difference between medical and functional classification of physical disabilities.
- _____ 10. On a worksheet match statements describing the special precautions, equipment and assistive devices, assistance needs with activities of daily living, activity limitations, and psycho/social concerns with the appropriate functional classification of physical disabilities.

Unit 2.2**Determining Your Attitudes Toward Disabled Campers**

- _____ 11. In your own words, describe the problems faced by disabled people because of many other peoples' attitudes.
- _____ 12. In your own words, describe the implications of attitudinal changes for making opportunities available to persons with disabilities.
- _____ 13. Write a short paragraph on the uses of labeling indicating both the dangers and benefits of the practice.
- _____ 14. Recognize and discuss ways in which you stereotype people.
- _____ 15. Self-evaluate your attitudes toward the disabled at the beginning and end of the camp season.

Unit 2.3a**Assessment and Placement****- (college course)**

- ___ 16. In your own words, state the purposes for camper admission criteria.
- ___ 17. From four definitions of the term "campership," select the most complete.
- ___ 18. Explain, in your own words, the effect of camper placement within the group living situation and the policy which governs their placement.
- ___ 19. List three reasons for assessing the camper.
- ___ 20. Given a list of camper characteristics, select those that a camp staff member should be able to assess.
- ___ 21. Identify sources of information which will assist you in the initial assessment of a camper.

Unit 2.3b**Assessment and Placement****- (pre-camp training)**

- ___ 16. In your own words, state the purposes for camper admission criteria.
- ___ 17. Explain the camper admission criteria of your employing camp.
- ___ 18. From four definitions of the term "campership," select the most complete definition and list your employing camp's regulations for the use of campership.
- ___ 19. Explain, in your own words, the effect of camper placement within the group living situation and the policy which governs their placement.
- ___ 20. List the written rules and regulations for camper conduct, as outlined in your employing camp's staff manual or by your trainer.
- ___ 21. List three reasons for assessing the camper.
- ___ 22. Given a list of camper characteristics, select those that a camp staff member should be able to assess.
- ___ 23. Identify sources of information which will assist you in the initial assessment of a camper.

Pre-Test

Module 2

Knowing the Campers

Pre-Test

1. Complete the following charts:

List three items for each age group category.

age group Characteristics	5-7	8-10	11-13	14-16
physical growth and development	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
behavior characteristics	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
special needs	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Age Group	Young Adults	Adults	Older Adults
Characteristics	1. 2. 3.	1. 2. 3.	1. 2. 3.

Unit 2.1

2. Circle the words which reflect the psycho/social needs of all people.
 - a. affection
 - b. power
 - c. recognition
 - d. new experiences
 - e. security

3. In your own words explain the importance of understanding normal growth and development patterns and psycho/social needs when working with the physically disabled.

Module 2

4. Distinguish between the use of the term "handicap" and "disability."
5. Select the most complete and correct definition for the term physical disability.
 - a. physical impairment which adversely affects someone psychologically, emotionally, or socially
 - b. a deviation from a normal standard or from a state that is natural or average.
 - c. an observable condition of physical impairment that can usually be described by a physician
 - d. an objective statement that presents an unbiased fact
6. List, define, and give one example of the five medical classifications of physical disabilities comparable to the ones given in the text.
 - a.
 - b.
 - c.
 - d.
 - e.

Module 2

7. List, define, and give an example of the six functional classifications of physical disabilities comparable to those given in the text.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
8. Choose the statement that best describes the difference between medical and functional classifications of physical disabilities.
 - a. a functional classification can be described medically
 - b. a functional classification pertains to a disease or injury and the problem or limitation of the body to perform and operate normally, but a medical classification primarily refers to disease or injury
 - c. a functional classification has a corresponding medical classification
 - d. a functional classification describes bodily performance and operation, whereas, a medical classification describes limitations of bodily operations as related to a specific disease.

Module 2

Please Read Carefully

The formation and change of attitudes are integral activities for any professional involved with disabled persons. Yet attitudes are difficult to measure in performance terms with paper-and-pencil activities. Attitudes can most effectively be measured on an expressive level through the description of feelings, emotions, interest, and appreciation.

The pre-test and post test items for Unit 2 are designed to assess attitude formation through self-expression. Write the answers to the following questions. Reflect on your responses during the learning activities and be prepared to repeat the questions and assess your growth.

9. Describe the attitudinal problems faced by the disabled.
10. Write a short paragraph assessing your feelings toward the disabled.

Module 2

11. Write a short paragraph describing the implications of attitudinal change for opening opportunities for the disabled.

12. Write a short paragraph on the uses of labeling indicating the dangers and benefits of the practice.

Module 2

13. What is the purpose of camper admission criteria?
14. Circle the most complete definition of a "campership."
- a. financial subsidies awarded to selected campers
 - b. monetary attempts to provide camping experiences
 - c. financial subsidies awarded to provide camp experiences for those unable to pay the usual camp fee
 - d. financial subsidies to deserving campers supplied by organizations that sponsor campers
15. Explain in your own words the effects of camper placement within living groups and the policy which governs their placement.
16. List three reasons for assessing campers.
- a.
 - b.
 - c.
17. Circle all the following characteristics which camp staff should be able to assess.
- a. communication skills
 - b. activity skills
 - c. medical background
 - d. social skills
 - e. family interaction skills
 - f. functional abilities

Module 2

18. Circle the one which is not an accurate source of information about the camper.

- a. family physician
- b. parental interviews
- c. application forms
- d. direct observation
- e. questionnaires
- f. none of the above

If you are completing this module as a part of a pre-camp training session, you must also answer the following questions.

19. List and give examples of the camper admission criteria of your employing camp.

20. List the written rules and regulations for camper conduct of your employing camp.

Module 2

Prerequisite Activity

1. Spend a day as a volunteer at an agency or school (lab schools, hospitals, nursing homes, recreation programs, etc.) that serves disabled people. Participate with the clients, talk with them, eat with them, assist them if they need it. Find out what they do to have fun. Talk with the person in charge of the program, talk with whomever the disabled people live with — get beyond the handicap and find out about them.

If you feel comfortable, ask one of the disabled persons some of the following questions. You don't have to cover all the questions; feel free to add, delete and/or change the questions. Be sure to record your interview in a note book or on a tape recorder.

1. How does the disabled person feel about himself or herself and the role disabled people play in society?
2. Does the person feel others label and stereotype disabled people? In what way?
3. What goals and aspirations does this person have?
4. How does this person plan to achieve these goals?
5. What are some specific problems this person has encountered in achieving success?
6. Has this person had to make any changes or adaptations in personal goals to overcome these barriers?
7. What special help has this person received from others?
8. What specific physical devices are used to increase functioning?
9. If you were asked to evaluate this person's present functioning level compared to his or her potential, what would be your response?
10. What do you perceive as this person's probability of achieving success?

After your experience, write a 1-2 page paper describing it and any thoughts or feelings you have.

Module 2

Knowing the Campers

Unit 2.1

Classifications and Characteristics

Content Outline

- I. Child Growth and Development**
 - A. Physical Growth and Development
 - B. Behavior Characteristics
 - C. Special Considerations
 - D. Psycho/social Needs
- II. General Classifications of Physical Disabilities**
 - A. Terms Used in Reference to Individuals with Disabilities
 - B. Definition of Physical Disability
 - C. Medical Classifications Employed
 - D. Functional Classifications Employed
- III. Characteristics of Functional Classifications**
 - A. Mobility Limitations
 - B. Bowel/bladder Control Problems
 - C. Upper Limb Use Problems
 - D. Communication Difficulties
 - E. Stamina Problems
 - F. Breathing Difficulties

Trainee Information

There are ten (10) objectives which you must be able to do in this unit before going to Unit 2.2. To help you successfully complete the objectives, a variety of activities have been developed. A written post test must be passed to successfully complete the unit.

Unit 2.1

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. For each of the following age classifications: 5, 6 and 7; 8; 9 and 10; 11, 12 and 13; and 14, 15 and 16; list.
 - a. three examples of normal physical growth and development,
 - b. three behavior characteristics, and
 - c. three special considerations.
2. For each of the following adult classifications: older adolescents/young adults; adults; and older adults/senior citizens, list three characteristics.
3. List and briefly describe the psycho/social needs of all people.
4. Briefly describe the importance of understanding normal growth and development patterns and psycho/social needs when working with the physically handicapped.

Trainee Information

To help you accomplish performance objectives 1-4 you must complete two of the learning activities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

- 1a. Review the growth and development chart found in the readings.
- or
- 1b. Read the starred reference at the end of this section and discuss the importance of understanding child growth and development.
- and
- 1c. Read the manuscript on psycho/social needs found in the readings and in small groups, discuss the effect of these needs on camp program.

Unit 2.1**Performance Objectives**

5. Using the definitions and discussion presented in the text and without references, in your own words and without notes, distinguish between the use of the term "handicap" and the term "disability."
6. Given four definitions of physical disability, select the most complete and correct definition without references.
7. List, define, and give one example of each of the five medical classifications of physical disabilities as identified in the text.
8. List, define, and give one example of each of the six functional classifications of physical disabilities as identified in the text.
9. When given a choice, choose the statement which best describes the difference between medical and functional classification of physical disabilities.
10. On a worksheet match statements describing the special precautions, equipment and assistive devices, assistance needs with ADL, activity limitations, and psycho/social concerns with the appropriate functional classification of physical disability.

Trainee Information

To accomplish performance objectives 5-10 the following activities have been selected by the trainer. You must do learning activities 2a and 2b or learning activity 2c.

Unit 2.1

Learning Activities

- 2a. Read the section in the text entitled "General Classifications of Physical Disabilities and the Characteristics of Functional Classifications". As you read the material, make notes on those things that will help you achieve the performance objectives.

and

- 2b. Study the handout entitled "Characteristics of Functional Classifications of Physical Disabilities." Match each numbered cell of the attached worksheet with the appropriate phrase. Check your answers to be sure they are correct.

or

- 2c. Interview someone who you feel has expert knowledge concerning physical disabilities (such as: special education instructor, therapeutic recreation instructor, vocational rehabilitation counselor, a practitioner, etc.). After reading the text, write eight to ten questions for the expert to respond to regarding the functional classifications. Your questions might include: (1) Do you feel the six functional classifications adequately address the functional problems a disabled person may encounter? (2) Would you recommend a different method of classifying functional characteristics of the physically disabled? If so, what is it, and why? (3) Would you elaborate on the special precautions needed to assist a person with severe bowel and bladder control problems? (4) Do you feel there is an area which the matrix does not sufficiently explain? If so, what additional information is needed?

Before the interview, give the expert a copy of the text and your questions, this will enable the expert to prepare for the interview in advance. The interview should last 30 minutes. Put the interview on tape or write a paper on the responses to the questions you asked.

Unit 2.1

Enriching Activity

(The enriching activities are planned for those of you who have experience with physical disabilities. These activities will allow you to use your past training to help others or as a basis to increase your knowledge.)

If you wish to complement your knowledge of physical disabilities given in the text, you may obtain additional information from material which can be acquired from national organizations serving the disabled. Write to each of the following, requesting basic information on the disability concerned.

American Heart Association, 44 E. 23rd St., New York, NY 10010
 Arthritis and Rheumatism Foundation, 10 Columbia Circle, New York, NY 10019
 Muscular Dystrophy Association of America, 1790 Broadway, New York, NY 10019
 National Association of the Deaf, Suite 318, 2025 I St., N.W., Washington, D.C. 20006
 National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Ave., Chicago, IL 60612
 National Multiple Sclerosis Society, 257 Park Ave., New York, NY 10010
 United Cerebral Palsy Association, 66 E. 34th St., New York, NY 10036

Evaluation Criteria

In order to successfully complete Unit 2.1, you must pass the post test with 90% accuracy.

Remedial Activity

With your trainer discuss any problems you are having with the unit. Discuss some further readings or activities which might help you.

Unit 2.1**References**

- Bleck, Eugene E. and D. A. Nagel. Physically Handicapped Children: A Medical Atlas for Teachers. New York: Grune and Stratton, 1975.
- *Buhler, Robert F. Child Development: An Introduction. Boston, Houghton Mifflin Co., 1976.
- Kelly, Leo J. A Dictionary of Exceptional Children. New York: MSS Educational Publishing, Inc., 1971.
- Medinnus, Gene R. and R. C. Johnson. Child and Adolescent Psychology. New York: John Wiley and Sons, Inc., 1976.
- Perkins, Hugh V. Human Development and Learning. 2nd ed. Belmont, California: Wadsworth Publishing Co., Inc., 1974.

Readings



Unit 2.1

Developmental Characteristics

A developmental characteristic chart is an outline of generalized traits or behaviors usually found in a specific group. They are not hard and fast rules of behavior, but guidelines of what to expect from a person at a given age.

The following charts outline the developmental characteristics for four age groups of children usually found in camps (5-7 year olds, 8-10 year olds, 11-13 year olds and 14-16 year olds). Each chart lists general traits of physical growth and development, such as muscle development, height spurts and sexual changes; behavior characteristics, such as interests, activity levels, and personal/social traits; and special considerations, such as type of activity appropriate for age and hints to help provide emotional and social support and interaction. Also included is an abbreviated chart for three groupings of adults.

This information will help camp counselors to plan activities which will be in the general interest and ability ranges of their campers. Studying "normal" developmental characteristics will provide guidelines to begin planning and organizing programs, but will not take the place of getting to know each camper individually and planning programs to meet their individual needs. They provide a starting point from which to task analyze skills, formulate objectives, and modify instruction to individually or in small groups teach the skills selected as meeting the overall objectives of the camping program.

Unit 2.1

Developmental Characteristics of 5-7 Year Olds

Physical Growth and Development	Behavior Characteristics	Special Considerations
Period of slow growth. Body lengthens, hands and feet grow larger. Good general (large) motor control, small muscles and eye-hand coordination not as developed but improves about 7. Permanent teeth appearing.	Attention span short, but increasing. Activity level high. Learning to relate to persons outside family. Learning concepts of right and wrong. Becoming aware of sexual differences. Developing modesty. Becoming self-dependent and given time, can do things for themselves. Inconsistent levels of maturity, can be eager, self-assertive, aggressive, and competitive.	Active, boisterous games with unrestrained jumping and running are good. Climbing and use of balance boards good. Rhythmic activities, songs and dramatics good. Limit activities to 15-30 minutes, since attention span is still short. Training in group cooperation, sharing, and good work habits important. Need concrete learning and active participation. Freedom to do things for self, to use and develop own abilities.

Unit 2.1

Developmental Characteristics of 8-10 Year Olds

Physical Growth and Development	Behavior Characteristics	Special Considerations
Growth slow and steady. Girl's growth spurt occurs about two years ahead of boy's Slow maturing boys at a disadvantage because of stress on physical ability. Before the growth spurt, boys and girls are of equal strength, afterward boys are stronger and often develop athletic skills and prowess. Large muscles still developing, but control over small muscles is increasing. Manipulative skills and eye-hand coordination increasing.	Stable traits are aggressiveness in males and dependency in females. Age group is usually energetic, quick, eager and enthusiastic. Often restless and fidgety, need action continuously. Eager for large muscle activity, organized team games. Noisy, argumentative, yet highly imaginative and affectionate. Self-conscious and afraid to fail, sensitive to criticism. Interest fluctuates, time span (interest) short. Group-conscious, the age of clubs and the "gang" element. Boys still tend to play with boys, girls with girls. Boys and girls becoming rivals and beginning steps toward heterosexual relationships evident. (continued on next page)	Need praise and encouragement. Exercise of both large and small muscles, by using whole body activities, team sports, arts and crafts, dramatics. Want a best friend, and membership in a group. Need definite responsibility and training without pressure. Need a reasonable explanation and guidance to channel interests and answer questions.

Unit 2.1

Developmental Characteristics of 8-10 Year Olds
(continued)

Physical Growth and Development	Behavior Characteristics	Special Considerations
	(continued) Beginning to learn about moral judgments and learning to apply principles to determine right and wrong. Tremendous interest and curiosity about everything around them. Beginning to achieve independence outside family and learn to relate to adults.	115

Unit 2.1

Developmental Characteristics of 11-13 Year Olds

Physical Growth and Development	Behavioral Characteristics	Special Considerations
A "resting period" followed by a period of rapid growth in height and weight. This usually starts between 9 and 13 although boys may mature as much as 2 years later than girls. At these ages, girls are usually taller and heavier than boys. Reproductive organs maturing. Secondary sex characteristics developing. Rapid muscular growth. Danger of over-fatigue. Girls are becoming gradually less active.	Wide range of individual difference in maturity level. Gangs (groups) continue, although boys tend to be more loyal to the group than girls. Time of awkwardness and restlessness. Teasing and antagonism exist between boys and girls. Opinions of group become more important than those of adults. Tend to be overcritical, rebellious, changeable, uncooperative. Self-conscious about physical changes. Interested in making money. Imaginative and emotional with hero-worship evident. Asserting independence from adults, although time of strengthening affectionate relationships with specific adults.	Greater interest in outdoor activities. Competition keen. Willingness to submerge self for benefit of group (team). Organized games needed. Boys and girls begin to differentiate play preferences, thus making co-recreation difficult. Skill is essential for successful group participation. Students willing to practice skills, but need guidance. Boys greatly interested in team (group) sports. Discipline can be problem because of "spirit" of group. Good age for camp because of general enthusiasm.

Unit 2.1

Developmental Characteristics of 14-16 Year Olds

Physical Growth and Development	Behavior Characteristics	Special Considerations
Sexual maturity, with accompanying physical and emotional changes. Skeletal growth completed, adult height reached, (95%) muscular coordination improved. Girls achieve puberty at 13, boys at 15 (on average). Variance great because some complete adolescent development before others start. Girls are generally about 2 years ahead of boys. Skin difficulties and complexion problems evident. Can require medical care and be a cause of real emotional concern.	Between 12 and 15, shift from emphasis on same sex to opposite sex. Girls develop interest in boys earlier than boys in girls. Concern about physical appearance. Social activity increases, pre-occupation with acceptance of group. Increased learning and acceptance of sex role. Time of adjustment to maturing body. Achieving independence from family a major concern, yet may have strong identification with admired adult. Searching for self and self-identity. Beginning of occupational choice. First love experiences and going steady occur. Going to extremes, "know-it-all" attitude may be evident.	Acceptance by and conformity with others of own age important. Need unobtrusive adult guidance which is not threatening. Need opportunities to make decisions. Provision for constructive recreation. Assurance of security, being accepted by peer group. Understanding of sexual relationships and attitudes. Opportunity to make money. Boys leisure activities tend to still center on "sports", but girls generally spend more time "going places with friends", talking on telephone and other indoor activities.

Unit 2.1

Developmental Characteristics of Olders Campers

Older Adolescents and Young Adults	Adults	Older Adults and Senior Citizens
Becoming independent and making it on their own. Developing skills, knowledge, and competencies to earn a living and achieve success in adult life. Continuing to learn about self. Idealistic view of adult life. Interests narrow and "specialization" in one or two areas emerge. Acquiring skills, attitudes and understanding of person of opposite sex. Choosing a mate. Formulating values and developing a philosophy of life. Choosing and entering a vocation.	Achieving satisfaction in one's vocation. Assuming social and civic responsibilities. Developing skills that are family-centered. Becoming parents and raising children to become responsible and well-adjusted. Learning to relate to parents and older adults. Testing and refining values. Learning to cope with anxiety and frustration.	Building a new relationship with grown children. Learning to relate again to one's spouse. Adjusting to declining energy and physical changes of aging. Coming to terms with one's life goals and aspirations. Developing leisure activities. Adjusting (if necessary) to reduced incomes. Adjusting to changing role, interests and capabilities. Accepting the reality of death.

Unit 2.1

Psychosocial Needs of the Individual

To help you to better understand the campers (and perhaps yourself) the following material is made available. All human beings have the same following fundamental needs:

1. The need for Recognition including social approval, prestige, status and commendation, which causes the child to avoid situations which result in ridicule, scorn, or disapproval.
2. The need for Affection including appreciation, understanding, intimacy, and support which causes avoidance of situations where there is a lack of love and appreciation.
3. The need for Power including achievement, success, and mastery which results in the avoidance of situations involving frustration and a sense of failure.
4. The need for New Experience including novelty, adventure, excitement, thrill and change, which causes avoidance of situations of dullness, monotony, and boredom.
5. The need for Security including protection, confidence, and optimism, which bring about avoidance of situations of fear, apprehension, danger, insecurity, and pessimism.

Recognizing that these are fundamental psycho/social needs may help you to interpret more correctly the behavior of individuals. Certain individuals will actively attempt to satisfy these needs even at the expense of other persons. The better integrated and socially conscious person will attempt to satisfy these needs, but will recognize the rights and needs of others as well. The timid and less aggressive personality may consciously move in the opposite direction because of a feeling of inadequacy or lack of security.

Unit 2.1

General Classifications of Physical Disabilities and The Characteristics of Functional Classifications

Terms in General Use

Through most of history, people who had a disability have been described or referred to by a variety of terms--most of which can be viewed as negative in nature and tending to indict the whole person. Examples of such terms are: crippled, maimed, lame, infirm, invalid, and handicapped. The term which has survived through the recent past and which tends to be the most commonly used in reference to persons with physical disability, is the last of those cited, handicapped.

Handicap. A "handicap", it is found, derives from an old English name for a beggar. It came later to signify a disadvantage of some kind, especially in games and sports. The basic problem in its use is related to the tendency for the term to mean the disability itself.

The word is today, an acceptable but nonetheless less desirable term for reference purposes than the term "disabled." This use of the term "handicap" survives in the Federal Government's designation of a division of services in the Department of Health, Education, and Welfare named the Bureau of Education for the Handicapped. The Bureau has formalized its terminology to make official the use of the term "handicapped."

The continuing objection to its use is based upon the connotation of involving the whole person when that person is referred to. The reference becomes a label and discounts all of the positive and "non-handicapped" characteristics which a person possesses. A "handicap" to be correctly evaluated, is a relative thing--that is, it appears in reference to a person's functioning in a given situation. A physically handicapped person is

"...someone who is adversely affected psychologically, emotionally, or socially by a physical impairment."

Unit 2.1

It is not necessarily the severity of the physical disability, but rather, the person's adjustment and attitude that makes her or him handicapped. An example of a physical disability being a "handicap" is when a concert pianist loses the fingers of one hand. While handicapped in reference to his livelihood as a pianist, he is not handicapped should he suddenly become a singer.

The subtle, implicit connotations of judging the person tend to be eliminated when employing the term "disability" or "disabled" to denote a person who has a physical disability. And whenever possible, the reference should be stated in precisely those terms---"a person who has a physical disability". The word disabled is a more objective word and merely states a fact. Considering that a disability (amputation, paralysis of a limb, spasticity) is a pure anatomical or neurological fact, it should be viewed and accepted as that.

Use of the term in this sense has the advantage of at least being fair towards the person without a tendency to prejudge him or her.

Physical Disability. A physical disability implies deviation from a normal standard or from a state that is natural or average. Admittedly, though, the range of differences among people in terms of their physical attributes and physiques is great and reference to a norm makes any definition difficult. Making a distinction between a physically disabled person and a physically normal person is greatly complicated by this factor.

However, a physical disability can be defined in medical terms and it is in this sense that the term will be used. A physical disability, then, is

"...an observable condition of physical impairment that can usually be described by a physician."

When a physician has made a diagnosis and identified a physical disability, he has made, in essence, an objective statement of fact about the person. He has not said anything about the person's personality or ability to get along in the world. In other words, he has not judged whether or not the physical disability is a handicap.

Unit 2.1

Medical Classifications

There are five distinct medical classifications into which physical disabilities may be grouped. They are, with appropriate examples:

1. Neuro-Muscular Conditions. These involve irreversible disorders of the brain, the spinal cord and the muscles of the body. Examples include Muscular Dystrophy, Epilepsy, Cerebral Palsy, Multiple Sclerosis, Spinal Cord Injuries and Poliomyelitis.
2. Respiratory Conditions. Abnormalities in pulmonary (lung) system and function. Examples include Asthma, Tuberculosis and Cystic Fibrosis.
3. Cardiovascular/Hematological Conditions. Structural defects of the heart or blood vessels or diseases of the blood. Examples include Post-Rheumatic Fever, Congenital Heart Disease and Defects, Hemophilia, Leukemia and Anemia.
4. Metabolic Conditions. Diseases of the endocrine, renal, and hepatic systems or conditions causing disordered production of well-defined specific chemicals. Examples include Diabetes and Cretinism.
5. Orthopedic Conditions. Conditions of the skeletal system and associated structures. Examples include Amputations, Talipes, Legg-Perthes Disease and Arthritis.

Functional Classifications

Recognizing that a physical disability may be described medically in any one of the above classifications brings us to understand that a disability also imposes some limitation on function related to the human body. A convenient way, then, of classifying disabilities is by "function" or, more precisely, in terms of the problem or limitation related to the particular function.

Unit 2.1

There are six functional classifications which may be utilized. They are:

1. Mobility Limitations

- a. Severe - Non-ambulatory requiring mechanical assistance to achieve mobility; requiring the use of a wheelchair.

Examples include Quadriplegia and Paraplegia.

- b. Moderate - Semi-ambulatory with ability to travel with aid of crutches or cane.

Examples include Amputees, Cerebral Palsy, and Multiple Sclerosis.

2. Bowel/Bladder Dysfunction

- a. Severe - No control of bowel and/or bladder function.

Examples include Quadriplegia.

- b. Moderate - Partial control of bowel and/or bladder function.

Examples include Incontinence.

3. Upper Limb Dysfunction

- a. Severe - No use of arms and/or hands.

Examples include Congenital Amputations, Quadriplegia.

- b. Moderate - Limited use of arms and/or hands.

Examples include Cerebral Palsy, Hemiplegia.

4. Breathing Difficulties

- a. Severe - Major difficulty with breathing process.

Examples include Cystic Fibrosis and Asthma.

- b. Moderate - Moderate or episodic difficulty with breathing.

Examples include Sinus Conditions, Allergic Reactions, and Hay Fever.

Unit 2.1**5. Communication Limitations**

- a. Severe - Inability to communicate.

Examples include Aphasia.

- b. Moderate - Difficulty in communication.

Examples include Stuttering, Disarthria, and Dyslexia.

6. Activity Limitations

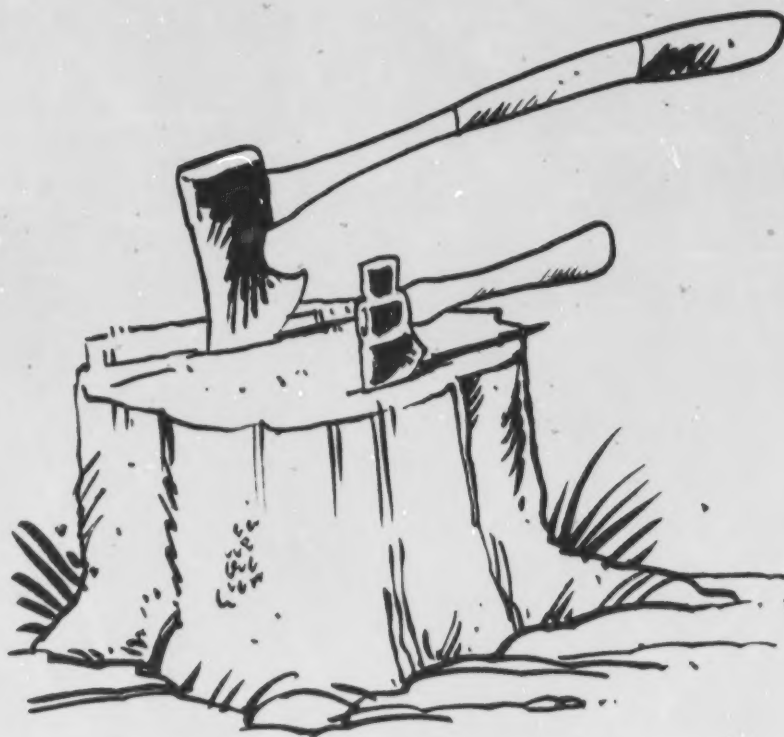
- a. Severe - Restricted to passive or non-stimulating activities.

Examples include Congenital Heart Disease, Asthma.

- b. Moderate - Some limitations on strenuous activities.

Examples include Diabetes, Epilepsy.

Worksheets



Directions: The charts on these two pages will assist you in completing the charts following these. Study this chart then turn the page and complete the following chart without looking back.

Unit 2.1

Characteristics of Functional Classifications of Physical Disabilities

		Special Precautions	Equipment and Assistive Devices	Assistance Needs with ADL	Activity Limitations	Psychological/Social Concerns
MOBILITY PROBLEMS	Moderate	Nature of surfaces to be traversed; incline of ramps, risers on steps need to be easy to negotiate.	Braces, crutches, wheelchairs.	Not usually.	Not normally. Physical activities may require adaptations.	Adjustment problems. Problems of rejection.
	Severe	For spinal cord injured, frequent medication.	Braces, crutches, wheelchairs (manual).	Some problems with transfers.	Not normally. Adapted physical activities.	Adjustment problems.
BOWEL AND BLADDER CONTROL PROBLEMS	Moderate	Look for distress signals. Treat matter factually and objectively.	External catheter used on occasion.	Not usually.	None when scheduled around elimination schedule.	Accidents can be embarrassing. Regression.
	Severe	No sensation. Be aware of possibilities for "accidents."	Catheters (internal and external); colostomy, diapers.	Regulation of elimination schedule.	None when scheduled around elimination time.	Accidents can be embarrassing. Regression.
UPPER LIMB USE PROBLEMS	Moderate	Development of compensatory muscles and skills.	None usually. Unless amputation--prosthesis.	Not usually.	Physical activities may require adaptations.	
	Severe	Control of wheelchair. Speed at which person travels. Exercise patience.	Sometimes requires splints, gloves, knobs on rim of wheelchair or electric wheelchair.	Sometimes requires assistance in dressing, eating, toileting, transferring.	Range of physical activities lessened. Avoid those requiring finger and hand dexterity.	Feelings of helplessness and inadequacy.

Unit 2.1

		Special Precautions	Equipment and Assistive Devices	Assistance Needs with ADL	Activity Limitations	Psychological Social Concerns
COMMUNICATION DIFFICULTIES	Moderate	Directions given to hearing impaired must be clear and distinctly spoken.	Hearing impaired - hearing aid.	Not usually.	None unless difficulty tied to physiological problem: e.g., diabetes, stroke. Moderation called for in such cases.	Social withdrawal.
	Severe	Visual aids, signing.	Hearing impaired - hearing aid.	Not usually.	None unless difficulty tied to physiological problem: e.g., diabetes, stroke. Moderation called for in such cases.	Problem of integrating with non-disabled peers.
STAMINA PROBLEMS	Moderate	Requires constant supervision.	Not usually.	Not usually.	Moderate amount of physical activity.	Over-protection, frustration, fear.
	Severe	Avoid emotional stress and distances to be traversed.	Not usually.	Not usually.	Quiet, non-exerting physical activities.	Over-protection, frustration, fear.
BREATHING PROBLEMS	Moderate	Mucous and other fluids can block passageways. Avoid colds.		Some adjustment to daily routine.	Non-body contact.	Loss of initiative, confidence.
	Severe	Reduce exposure to allergens. Fatigue and emotional stress precipitate asthmatic attacks.	Sometimes requires use of mechanical aids such as rocker bed or iron lung.	Some adjustment to daily routine.	Non-body contact. Avoid water activities.	Loss of initiative, confidence.

Unit 2.1

Characteristics of Functional Classifications of Physical Disabilities

Directions: Match each numbered cell with the appropriate phrase from the list provided by writing in the appropriate letter. Check your answers by looking at the chart on the previous page. Note that there are more responses than cells.

		Special Precautions	Equip. and Assistive Devices	Assistance Needs with ADL	Activity Limitations	Psychological/Social Concerns
MOBILITY PROBLEMS	Moderate	1.	2.	Not usually.	3.	Adjustment problems of rejection.
	Severe	For spinal cord injured frequent medication.	Braces, crutches, wheelchairs (manual).	Some problems with transfers.	4.	5.
BOWEL AND BLADDER CONTROL PROBLEMS	Moderate	6.	External catheter used on occasion.	Not usually.	None when scheduled around elimination schedule.	7.
	Severe	No sensation. Beware of possibilities of accidents.	8.	Regulation of elimination schedule.	None when scheduled around elimination schedule.	9.
UPPER LIMB USE PROBLEMS	Moderate	10.	None usually. Unless amputation--prosthesis.	Not usually.	Physical activities may require adaptations.	
	Severe	Control of wheelchair. Speed at which person travels. Exercise patience.	11.	12.	Range of physical activities lessened. Avoid those requiring finger and hand dexterity.	Feelings of helplessness and inadequacy.

- A. Catheter (internal and external) colostomy, diaper.
- B. Nature of surface to be traversed; incline of ramps, risers on steps need to be easy to negotiate.
- C. Sometimes requires splints, gloves, knobs on rim of wheelchair or electric wheelchair.
- D. Look for distress signals. Treat matter factually and objectively.
- E. Accidents can be embarrassing. Regression.
- F. Sometimes requires assistance in dressing, eating, toileting, transferring.
- G. Not normally. Adapted physical activities.
- H. Hearing impaired--hearing aid.
- I. Should not be involved in segregated activities.
- J. Braces, crutches, wheelchairs.
- K. Adjustment problems.
- L. Not normally. Physical activities may require adaptations.
- M. Non-body contact. Avoid water activities.
- N. Accidents can be embarrassing.
- O. Development of compensatory muscles and skills.

Unit 2.1

WORKSHEET

		Special Pre- cautions	Equip. and Assistive Devices	Assistance Needs with ADL	Activity Limitations	Psychological/ Social Concerns
COMMUNI- CATION DIFFI- CULTIES	Moderate	1.	Hearing im- paired -- hearing aid.	2.	None unless difficulty tied to physiological problem; e.g., diabetes, stroke. Moderation called for in such cases.	Social withdrawal.
	Severe	Visual aids, signing.	3.	Not usually.	None unless difficulty tied to physiological problem, e.g., diabetes, stroke. Moderation called for in such cases.	4.
STAMINA PROBLEMS	Moderate	Requires constant super- vision.	5.	Not usually.	6.	Over protection, frustration, fear.
	Severe	7.	Not usually.	8.	Quiet non- exerting physical activities.	9.
BREATHING PROBLEMS	Moderate	10.		Some adjust- ment to daily routine.	Non-body contact.	Loss of initiative, confidence.
	Severe	Reduce ex- posure to allergens Fatigue and emotional stress precipitate asthmatic attacks	11.	Some adjust- ment to daily routine.	12.	Loss of initiative confidence.

- A. Over-protection,
frustration, fear.
B. Sometimes requires
use of mechanical
aids such as
rocker bed or iron
lung.
C. Directions given
to hearing impaired
must be clear and
distinctly spoken.
D. Non-body contact.
Avoid water
activities.
E. Not usually.
F. Frequent medica-
tion, constant
supervision.
G. Avoid emotional
stress and
distances to be
traversed.
H. Not usually.
I. Mucous and other
fluids can block
passageways.
Avoid colds.
J. Hearing impaired -
hearing aid.
K. Problem of inte-
grating with non-
disabled peers.
L. Depression and
free-floating
anxiety.
M. Moderate amount of
physical activity.
N. Not usually.
O. Assistance with
mobility and
accompanying
physical therapy.

Module 2**Knowing the Campers****Unit 2.2****Determining Your Attitude Toward Disabled People****Content Outline**

- A. The Disabled and Public Attitudes
- B. Working With the Disabled
- C. Labeling and Its Implications
- D. Expression of Attitudes Towards Disabled
- E. Camp Counselor Self-assessment

Trainee Information

There are five (5) objectives which you must be able to do before going to Unit 2.3. To help you successfully complete the objectives, a variety of learning activities have been provided.

Unit 2.2**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

11. In your own words, describe the problems faced by disabled people because of many other peoples' attitudes.
12. In your own words, describe the implications of attitudinal changes for making opportunities available to persons with disabilities.

Trainee Information

To help you accomplish performance objectives 11 and 12, you must do one (1) of the following activities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

- 1a. Read the section in the accompanying text entitled "The Disabled and Public Attitudes." As you read, make notes which will help you achieve the performance objectives in this unit.

or

- 1b. Read the starred references. Reflect upon your attitudes toward the disabled and write a paragraph describing them.

Unit 2.2

Performance Objectives

13. Write a short paragraph on the uses of labeling indicating both the dangers and benefits of the practice.
14. Recognize and discuss ways in which you stereotype people.
15. Self-evaluate your attitudes toward the disabled at the beginning and end of the camp season.

Trainee Information

To help you accomplish performance objectives 13, 14 and 15, you must do four of the following learning activities: 2a or 2b, two of the activities from 2c-2f and 2g or 2h.

Learning Activities

Select 2a or 2b.

- 2a. Read the section in the accompanying text entitled "Labeling." Take a stand and write a paragraph describing either the advantages or disadvantages of labeling.

or

- 2b. From the discussion "Labeling" in the accompanying text, identify and list three distinct factors that support the concept and three that point out its dangers in relation to the physically disabled. Based on these factors, develop, in your own words, a short paragraph which defends the need for labeling.

Unit 2.2

Select 2 activities from 2c-2f.

- 2c. Complete the activity entitled "Stereotypes" and answer the accompanying questions. Use the information to explore your perceptions and formulate an opinion toward stereotyping of handicapped individuals. The activity can be found in the worksheets for this unit.

or

- 2d. Complete the activity in the worksheets section entitled "Identifying Potential of Disabled Individuals." Discuss with another person how your opinion was influenced by what you read.

or

- 2e. Complete the worksheet activity entitled "Disabled People Who Are Not Handicapped." Write a short paragraph explaining the implications of successful disabled persons for the disabled populations as a whole.

Select 2f or 2g.

- 2f. Participate in a small group discussion on stereotyping. Use the following questions as guidelines to assist in your discussion:
1. Many individuals in our society are stereotyped whether they like it or not. List 5-10 common stereotypes and some of the typical characteristics attributed to people of each identified stereotype.
 2. In real life, what stereotypes are forced on you? Do other people ever assign you roles you feel you do not deserve or do not want? How does this happen?
 3. In real life are handicapped individuals sometimes assigned roles they cannot easily escape and end up playing out even if they are unhappy with the role? Has this ever happened to you or to someone you know? To one of your campers?
 4. Are you sometimes not free to be yourself in some of the tasks you must perform as a counselor? How are these stereotypes imposed on you? By whom? For what purpose?
 5. What other stereotypes do you see the children and adults in your camp imposing habitually upon other persons?

Unit 2.2

6. Are there any times or situations where it might work to your advantage to stereotype? If yes, what precautions should you be aware of? If no, why not?

or

- 2g. Using the questions listed under 2f as a guideline, write a 1-2 page paper. Also include anything you learned about yourself while completing the previous activities.

Select 1 activity from 2h or 2i.

- 2h. Complete the "Attitude Scale" located in the worksheets. Then write a paragraph describing your present attitude/s. At the end of the summer, complete the scale again. See if there are any differences? What are they? Why?

or

- 2i. Answer the post test questions now and again at the end of the summer. Did your answers change? Why?

Enriching Activities

1. Read the book, The Acorn People by Ron Jones. Write a short paper explaining the realistic and unrealistic aspects of the book and its implications for your camping program.
2. If you wish to learn more about assessing attitudes toward the disabled, look in the references to find articles and scales which are available from your trainer or at the library.

Evaluation Criteria

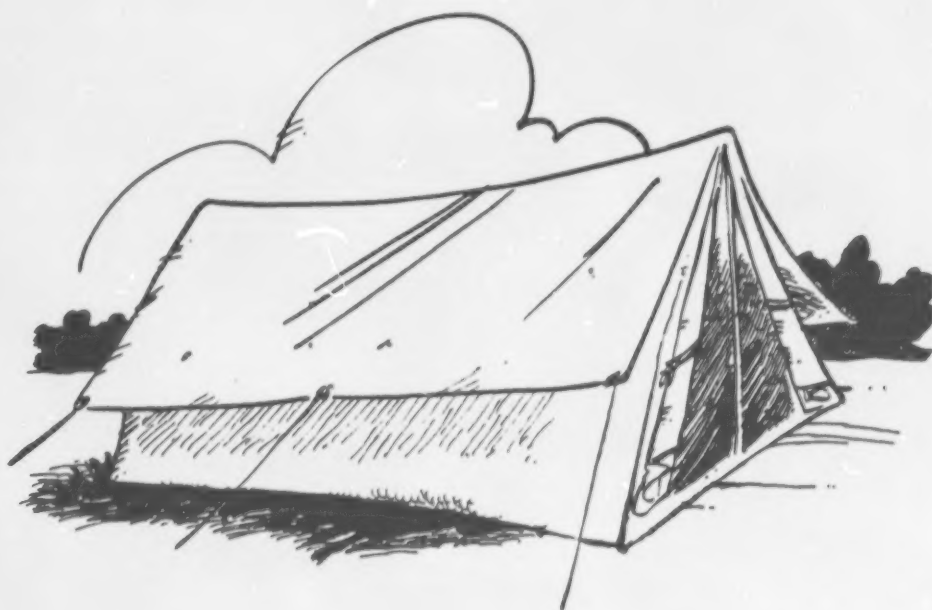
The post test for Unit 2.2 is subjective and related directly to your understanding of your attitudes. Your trainer will determine if you are to complete the post test or simply turn in your worksheets prior to going on to Unit 2.3.

Unit 2.2

References

- *Cohen, Shirley. Special People: A Brighter Future for Everyone with Physical, Mental and Emotional Disabilities. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977. pp. 40-82, 143-156.
- Eiseman, Russell. "Attitudes Toward the Physically Handicapped: Report of a Research Program, With Implications for Psychotherapy," Training School Bulletin. February, 1972, pp. 202-206.
- Greene, Mitchell A. and Paul M. Retish. "A Comparative Study of Attitudes Among Students in Special Education and Regular Education," Training School Bulletin. May, 1973, pp. 10-14.
- Higgs, Reginald W. "Attitude Formation - Contact or Information?" Exceptional Children. April, 1975, pp. 496-497.
- Lazar, Alfred, Russell Orpet, and Virgil Revie. "Attitudes of Young Boys and Girls Toward Handicapped Individuals," Exceptional Children. February, 1972, pp. 489-490.
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- Wechsler, Henry, Amorita Suarez, and Mary McFadden. "Teachers' Attitudes Toward the Education of Physically Handicapped Children: Implications for the Implementation of Massachusetts Chapter 766." Journal of Education. February, 1975, pp. 17-24.
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Readings



Unit 2.2

The Disabled and Public Attitudes

Individuals with physical disabilities are often referred to and viewed as minority group members. As such, they are subject to the same social phenomena that tend to afflict other minority groups. The larger public adopts an attitude toward the disabled that is based on limited experience with them but which carries significant impact on their lives. Very often, the attitudes adopted are uninformed, biased, and unfair. The result is a misunderstanding of what the physically disabled person can or cannot do, what his or her needs and aspirations are and relegate the person to a position of inferiority. And because attitudes are sustained in the absence of evidence which would alter them, they give rise to myths about the disabled. Therefore, the public tends to see them variously as courageous, timid, highly achieved, unskilled, highly motivated, apathetic, interesting, and boring. In reality, they are any and all of these--just as any similar sampling of non-disabled persons would demonstrate.

Public attitudes toward the physically disabled need not be extreme in character, though. They can be changed to a more realistic appraisal and understanding which would eliminate the myths surrounding the disabled. This has been accomplished in large part in our society by the disabled themselves. Self-help organizations and groups such as the Paralyzed Veterans of America, the National Paraplegia Foundation and the National Association for the Physically Handicapped have challenged the stereotyped views and attitudes adopted by the public and have worked for greater understanding and acceptance through public education programs. No small part of their efforts has been in securing legislation at all levels of government to enhance their participation in society at large.

In effect, public attitudes, when they are unrealistic about the disabled or when they are negative in nature, constitute another barrier. Like physically man-made architectural barriers, they stand in the way of the disabled person's gaining his or her full rights and privileges in society. And because they are susceptible to change, it becomes incumbent on those who work with the disabled to play an advocacy role in bringing about change in the direction of greater public acceptance and understanding.

Unit 2.2

Once this is understood, it becomes easier for the person contemplating working with the physically disabled to become introspective about his or her own attitudes toward such persons and to be objective about appraising them. After all, they are not unlike public attitudes -- they have been formed by past experiences and knowledge and they can be changed.

Without doubt, the most effective way to measure one's attitudes towards the physically disabled is to interact with them. This calls for the individual to arrange a situation which enables him or her to make some judgment about personal feelings towards the disabled. It may be as a volunteer in a swim program for the physically disabled or as an aide in special education class. It may be simply a sought-out acquaintance with a physically disabled person in the community . . . but whatever form it takes, such direct contact is essential to assessing one's attitudes toward the disabled.

The question "What does it take to live and work with the disabled?" usually calls for a listing of human virtues of this kind: patience, confidence, tolerance, understanding, kindness, enthusiasm, etc.

To answer the question in this way is to say little because these are virtues that are pronounced on us by others. It is better to think in terms of one's attitudes towards the physically disabled. If they stack up as healthy, positive and objective, the basic elements for successful work with the disabled are present. One needs only then to begin training and preparation for the actual tasks involved in the work.

Unit 2.2

Labeling

Labeling is a social phenomenon that occurs when we look for short cuts in our identification and understanding of things. It has both positive and negative ramifications. The positive effects are related to convenience where labeling eliminates unnecessary or lengthy explanation or description in the identification process. The negative effects, on the other hand, come about when labeling is substituted for a needed (required) explanation that is prerequisite to understanding the object being labeled.

Specifically, some of the dangers which labeling invites are:

- (1) Misidentification. This occurs when the label leads to erroneous conclusions. For example, a person who is partially sighted is labeled "blind."
- (2) Inputing limitations. By labeling a traumatic quadriplegic by the level of his spinal cord lesion, there is a tendency to say what he cannot do. For example, a C-5 (cervical level, 5th vertebra) quadriplegic is thought to be totally functionally dependent and needs attendant care throughout life. In fact, depending upon the nature of the lesion and the quality of the rehabilitation process, the individual may become totally independent.
- (3) Over-representation (halo effect). The handicapped as a class, are thought to possess certain unrealistic characteristics which apply to all in that class -- e.g., happiness, courage, etc.
- (4) Denial of Individuality. When labeled paraplegic, CP, quadriplegic, etc., there is a tendency to invest all those labeled with the same characteristics to the detriment of their individuality. It is well known that no two disabilities are alike in their manifestation and that all people with disabilities are individuals in their own right.

Unit 2.2

Labeling is also a useful process, and in order for it to be used correctly it must:

- (1) not speak for all things in a class. This allows for individuality to be recognized.
- (2) divest itself or be free of prejudgment or attitude. No label should inherently generalize a particular characteristic quality or behavior.
- (3) be regarded as the starting point for a deeper understanding of individuals with physical disabilities. Relating to them beyond the label is necessary for all who come into contact with them.



Worksheets

Unit 2.2

Stereotypes

1. The following activity will be forcing you to do some stereotyping. Many of us stereotype but if we are aware of this thinking we can begin to change. Using the first word or term that pops into your head, write responses to these incomplete sentences. Your responses do not have to be serious. Have fun with the activity.

- All camp directors are _____
- Disabled campers cannot _____
- Disabled campers like _____
- Old people are basically _____
- People who depend on medication _____
- Handicapped people always _____
- Children who are sick _____
- Teenagers who are in wheelchairs _____
- Camper activities _____
- The camper's parents _____
- A good camp counselor _____
- An appropriate camp program includes _____
- Handicapped children grow-up to be _____
- Campers on crutches can usually be expected to _____
- People who are handicapped tend to be _____
- Doctors generally _____
- Camping is _____
- People who are fat _____

Unit 2.2

2. After you have finished, look at your answers. What evidence of stereotypic thinking is present?
3. After you have looked at the answers, consider how much first hand information you actually have about each category. What determined the response to a given item? Was it a rational, reasoned response or a simple habit of categorical thinking?
4. Construct some similar questions which would be useful in pre-camp training to help explore your perceptions of other groups of people at camp.

Unit 2.2

Identifying Potential of Disabled Individuals

Directions

1. Read the background data sheets for the person listed on the following page.
2. Identify and list areas that indicate strengths and weaknesses of that person.

3. Describe a camp program which would build on strengths and provide additional opportunities to overcome weaknesses.

4. Check what you think this individual's potential is for success as an adult.

_____ will not succeed	_____ poor	_____ good	_____ excellent
------------------------------	---------------	---------------	--------------------
5. State your reasons for the response given above.

6. Read and compare your responses with a group of 3 to 5 camp counselors during orientation.

Unit 2.2

Background Data Sheet

Name Mary Hall Age 11 Educational Level Grade 5

Height 5'8" Weight 98 lbs. Appearance unattractive, homely

IQ 110 Social Quotient 76 Academic Q 82 Creative Q 95

Social Adjustment erratic, withdrawn, seeks attention, fails often

General physical health:

sickly, bedridden, hospitalized often.

General emotional health:

bites nails, phobias, attention seeking behavior dominates.

Congenital abnormalities:

wears backbrace from spinal defect.

Special interests: daydreams

prefers isolation, wants to be the center of attention.

Special skills: patience with children and elderly or infirm.

Vocational goals: none.

Personal goals: altruistic
prefers to help elderly or poor.

Evaluation of family:

average or better, father alcoholic.

Family background:

FATHER

Name William Hall (deceased)
Address lives with grandmother
Age -- Race Caucasian
Place of Birth New York
Nationality American
Occupation Itinerant
Religious Preference Presbyterian
Educational Level B.A.
Interests --

MOTHER

Name Rosemarie Hall (deceased)
Address lives with grandmother
Age -- Race Caucasian
Place of Birth New York
Nationality American
Occupation Chores
Religious Preference Presbyterian
Educational Level High School
Interests --

Unit 2.2

Identifying Potential of Disabled Individuals

Directions

1. Read the data sheets for the person.
2. Identify and list areas that indicate strengths and weaknesses of that person.

3. Describe a camp program which would build on strengths and provide additional opportunities to overcome weaknesses.

4. Check what you think this individual's potential is for success as an adult.

will not
succeed

poor

good

excellent

5. State your reasons for the response given above.

6. Read and compare your responses with a group of 3 to 5 camp counselors during orientation.

Unit 2.2

Background Data Sheet

Name Sam Edder Age 9 Educational Level Grade 4Height 5'11" Weight 94 lbs. Appearance homelyIQ 82 Social Quotient 74 Academic Q 82 Creativity Q 110+?Social Adjustment very poor, considered unsociable and disturbedGeneral physical health:certified emotional
breakdown-removed from
school temporarily.Congenital abnormalities:

none

Special interests: frequently
withdraws into fantasy world.Special skills: plays violin,
likes to be alone to read.Vocational goals: evidence nonePersonal goals: independence
from family.Evaluation of family:

average

Family Background:

FATHER

Name Herman Edder
Address Gary
Age 31 Race Caucasian
Place of Birth Germany
Nationality American
Occupation self-employed: bankrupt
Religious Preference Agnostic
Educational Level high school
Interests reading

MOTHER

Name Ann Edder
Address Gary
Age 30 Race Caucasian
Place of Birth Germany
Nationality American
Occupation housewife
Religious Preference --
Educational Level high school
Interests music

Unit 2.2

Identifying Potential of Disabled Individuals

Directions

1. Read the data sheets for the person.
2. Identify and list areas that indicate strengths and weaknesses of that person.

3. Describe a camp program which would build on strengths and provide additional opportunities to overcome weaknesses.

4. Check what you think this individual's potential is for success as an adult.

will not succeed	poor	good	excellent
---------------------	------	------	-----------
5. State your reasons for the response given above.

6. Read and compare your responses with a group of 3 to 5 camp counselors
7. Now, turn to the yellow section and learn the real identity of the people you have just evaluated.

Unit 2.2

Background Data Sheet

Name Bill Riddell Age 11 Educational Level withdrawn
 Height 4'5" Weight 75 lb. Appearance Pleasant
 IQ 81 Social Quotient 79 Academic Q 87 Creative Q 102-110
 School Adjustment: Withdrawn from school after 3 months; considered
"backward" by school officials

General physical health:

Enrolled in school two years
 late due to Scarlet Fever &
 respiratory infections,
 going deaf.

General emotional health:

Stubborn, aloof, shows
 very little emotion
 (affect poor).

Congenital abnormalities:

Enlarged head at birth.

Evaluation of family:

Political activists,
 father shiftless.

Special interests: Mechanics,
 likes to build things, flying,
 likes to play with fire

(burned his father's barn down).
Special skills: Manual dexterity,
 reads well but uses very poor
 grammar.

Vocational goals: Wants to be
 a scientist or a railroad
 mechanic.

Personal goals: Works hard,
 wants to earn money.

Family Background:

FATHER

Name Sam Ridell
 Address Port Huron, MI
 Age 54 Race Caucasian
 Place of Birth Nova Scotia
 Nationality Canadian -
Political Exile
 Occupation unemployed
 Religious Preference ex-
communicated Baptist
 Educational Level no
formal schooling
 Interests none

MOTHER

Name Nancy Ridell
 Address Port Huron, MI
 Age 49 Race Caucasian
 Place of Birth Ontario
 Nationality Canadian
 Occupation Teacher
 Religious Preference Baptist -
Fundamentalist
 Educational Level BA Education
 Interests Literature - Crafts

Unit 2.2

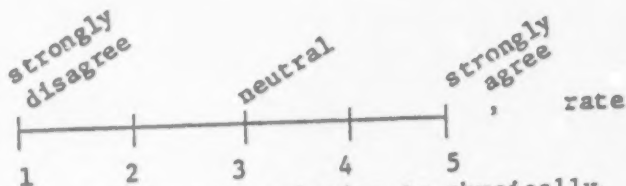
Disabled People Who Are Not Handicapped

List two or three disabled individuals who you consider to have overcome their handicaps and achieved success in adult life. After completing the form, select one person and write a short paragraph explaining why you admire that person and what the implications of a successful disabled person would be for other disabled people.

	Person	Field	What I Admire Most in This Person	Why	How Does this Help Alleviate Stereotypes?
1.					
2.					
3.					

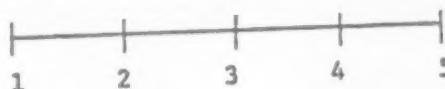
Unit 2.2

Attitude Scale

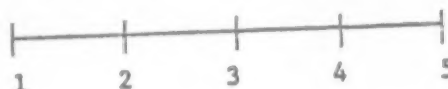
Using the following scale,  rate

how you feel about the following statements relating to physically disabled people. Place an X at the point on the scale where you feel your attitudes fall.

1. Most physically disabled people are also mentally impaired.



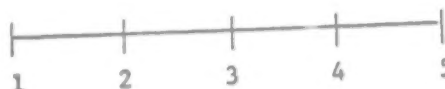
2. Most physically disabled people do not engage in sex.



3. The majority of persons with handicaps have a better sense of humor than normal people.



4. Most physical handicaps can be seen.



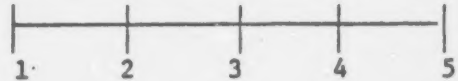
Unit 2.2

strongly
disagree

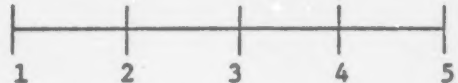
neutral

strongly
agree

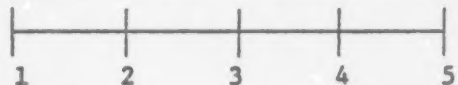
5. Blind people are naturally musical.



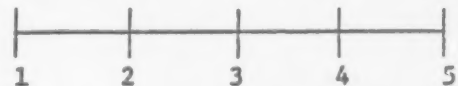
6. Physically disabled people are more concerned about their health than normal people.



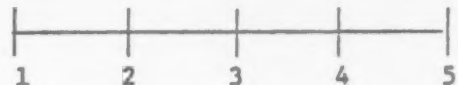
7. Most physically disabled people want and need more affection and praise.



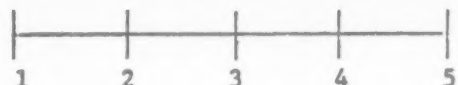
8. Children with physical disabilities should not compete with normal children.



9. Physically disabled people always want sympathy.



10. Physically disabled people do not need special parking places.



Look at this scale again at the end of the summer. Do you still agree with your answers? Write a short paper (1 page) discussing what you have learned about physically disabled people over the summer or during the course.

Module 2

Knowing the Campers

Unit 2.3a

Assessment and Placement (college course)

Content Outline

I. Policies Related to Camper Admission, Placement and Conduct

- A. Purpose of Admission Criteria**
- B. Admission Criteria**
- C. Camperships**
- D. Living Assignments**
- E. Group Living Situations**
- F. Conduct**

II. Needs, Interests and Abilities of Campers

- A. Importance of Assessing Campers**
- B. Factors Which Can Be Assessed**
- C. Sources of Information About Campers**
- D. Processes of Assessment**
- E. Application of Assessment Information**

Trainee Information

There are six (6) objectives which you must be able to do in this unit to finish Module 2. To help you successfully complete the objectives, a variety of activities have been developed. A written post test must be passed to successfully complete this unit.

Unit 2.3a**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

16. In your own words, state the purposes for camper admission criteria.
17. From four definitions of the term "campership," select the most complete.
18. Explain, in your own words, the effect of camper placement within the group living situation and the policy which governs their placement.

Trainee Information

To help you accomplish performance objectives 16, 17 and 18 you must complete one or more of the following activities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

- 1a. Read the accompanying manuscript entitled "Policies Related To Camper Admission, Placement and Conduct." Take notes to help you achieve the performance objectives.
- 1b. Attend a lecture given by the trainer or a designated person on camper admissions, camperships and placement.

Unit 2.3a**Enriching Activities**

(The enriching activities are planned for those of you who have experience. These activities allow you to use your past training to help others or as a basis to increase your knowledge.)

Prepare a ten minute oral presentation suitable to be given before a civic service club with the intent of clarifying for its members, policies related to camper admission, placement and conduct. The service club's interest in the camp is motivated by its contribution annually of ten camperships.

Unit 2.3a**Performance Objectives**

19. List three reasons for assessing the camper.
20. Given a list of camper characteristics, select those that a camp staff member should be able to assess.
21. Identify sources of information which will assist you in the initial assessment of a camper.

Trainee Information

To help you accomplish performance objectives 19-21, you complete one or more of the following activities.

Learning Activities

- 2a. Read the accompanying manuscript entitled "Needs, Interests and Abilities of Campers" and make notes that will help you achieve the performance objective.

or

- 2b. Fill out the "Camper Application Form" provided for you in the worksheets. Exchange forms with another classmember and write a brief description of that camper. Was it complete enough for information you would need at camp? Evaluate with the other class member.

or

Unit 2.3a**Learning Activities (continued)**

- 2c. In small groups brainstorm ideas on where to find information on campers, what kind of information would be necessary to know, etc.

or

- 2d. Attend a lecture given by the trainer or designated person on camper assessment.

Evaluation Criteria

You should be able to pass the post-test with 90% accuracy.

References

Hartwig, Marie and Bettye B. Myers. Camping Leadership: Counseling and Programming. St. Louis: C. V. Mosby Company, 1976.

Mitchell, A. Viola, Julia D. Robberson and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders, 1977.

O'Morrow, Gerald H. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, 1976.

Readings



Unit 2.3a

Policies Related to Camper Admission, Placement and Conduct

All camps have admission criteria which are used to screen and select applicants for the camp. These are necessary to ensure either homogeneity or heterogeneity in the makeup of a camper population—whichever characteristics are important in defining the group of campers. Aside from the basic fact related to disability, the following are some of the criteria established to admit applicants to camp:

1. Parental permission.
2. Physician's permission.
3. Ability of camper to "take care of his toilet and other personal care needs as well as other youngsters his age."
4. Ability of camper to care for, put on and remove the braces or adaptive devices which he must use.
5. A reasonable adjustment of camper to his condition.
6. Enough physical stamina for camper to go through the camping period without undue fatigue or recurrent illness.
7. Understanding by the camper of the limitation which his handicap imposes and the safety precautions which are entailed.

Camperships

Camperships are financial subsidies which are awarded to those unable to pay the usual fee established by a camp. They are usually supplied by organizations which sponsor the camps and which are largely supported by the public through United Fund, public taxation, fund raising projects and private subscription. Because of the limited ability of such organizations to provide for all who might qualify, camperships are often limited to one or two weeks. They are welcome and much needed in the attempt to provide a camping experience for as many disabled as possible.

Unit 2.3 a

Campers are assigned to living units on the basis of (1) friendship with other campers of the same age and (2) in regard to distribution of the severity or degree of disability of the campers. It is widely accepted that campers benefit in proportion to the enjoyment found in the camping experience and organizing friends in groups together is a method to achieve this goal. In terms of their disabilities, it is often good practice to house lesser disabled with more seriously disabled so that they may be an aid to each other in carrying out functional activities. Thrust into situations such as this, many campers come to master certain functional skills from others who may be similarly or even more disabled simply through living with them. At the same time, the interaction with other disabled serves as a forum for the camper's doubts and questions surrounding his disability and affords opportunities for understanding himself more clearly.

All camps have rules and regulations for their campers and it is no less true for camps serving the physically disabled. These rules and regulations are usually very explicit and can be found in the staff manual. Reiterated in the in-service training phase, they have a concern for the camper's general safety and ensuring the welfare of the entire group.

Needs, Interests and Abilities of Campers

Regardless of age, disability, race or religion, all individuals have the same basic sociopsychological or human needs. Individuals with physical disabilities are not different in this sense.

Individuals with physical disabilities have the same need to be accepted, to be self-expressive, to be creative, and to achieve success as their able-bodied peers. The differences that do exist can be attributed to the fact that the usual avenues for satisfying these needs have often been denied the disabled. The normal growth and development experiences which are instrumental in fulfilling basic needs are not always available to the disabled for a variety of reasons ranging from parental over-protection, long hospitalization, segregation from able bodied peers, medical restrictions and outright rejection. These voids emphasize the need to normalize the experiences of the disabled.

Unit 2.3a

The interests and abilities of campers may be as varied and diverse as the number of campers themselves. They are dependent, in effect, upon the nature and degree of the camper's disability, the time of onset, family background, rehabilitation experiences, and education. Many disabled individuals have interests and abilities commensurate with the age and level of physical and social development of their peers. For others, their interests and disabilities reflect immaturity in respect to their comparable stage of development-socially and physically.

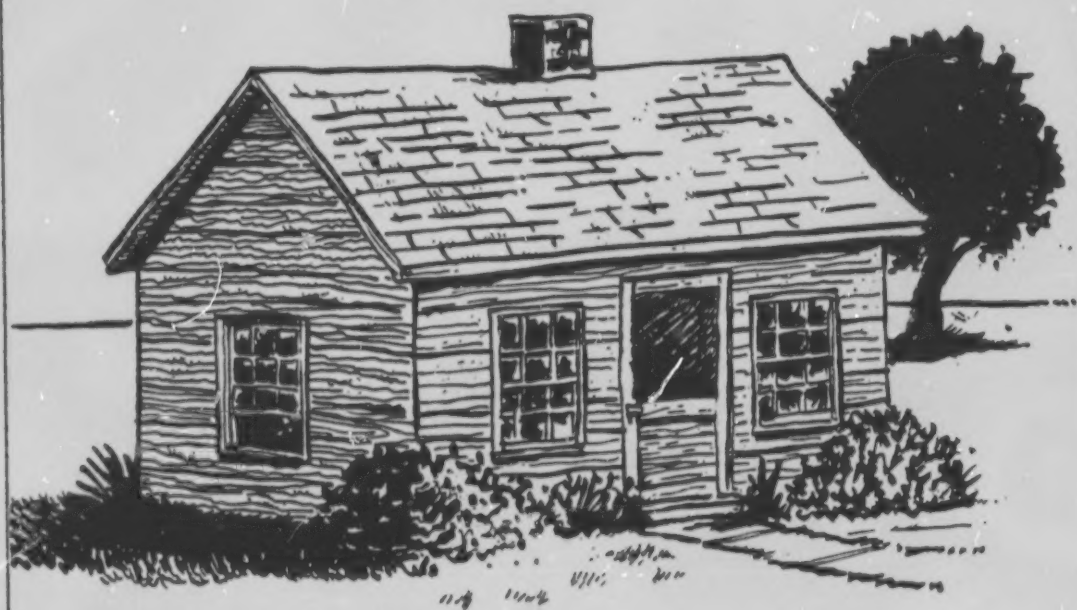
In order to have a better understanding of each camper in terms of his or her interests and abilities, it is necessary to assess those particular features of the person. The information will enable the counselor to appreciate the individuality of each camper and to dispel any notion that all disabled are alike in their interests and abilities. In addition, such an assessment is an aid to understanding the camper's potential for functional independence, participation in activities and expected level of achievement. Those factors which a counselor should be able to assess about the camper are:

- (1) Functional Abilities (ADL) - ability to ambulate, handling of wheelchair, transferring, toileting, grooming, eating
- (2) Activity Skills - ability to run, walk, handle objects, ability to catch, throw, swing an object, (bat, paddle, etc.)
- (3) Social Skills - ability to relate effectively to peers, adults and authority personnel.
- (4) Communication skills - ability to communicate with others in terms of speech, reading, writing skills, facial and body language in order to effect optimal relationships.

Information related to assessing the campers can be gained from several sources. For the camp counselor, the primary source is the information provided in the medical data which all campers are required to have on file. Additional information can be obtained from the camper's muscle test chart which explains the relative degree of function of the individual's musculature. However, medical information of this kind may not be readily accessible to the counselor for confidential reasons. When it is available, though, it can be an invaluable aid to understanding.

Unit 2.3a

Pre-camp interviews with the camper's family and physician can be very productive in providing information about the camper and their normal psycho/social environment. When this is not possible, the information that parents and physicians provide through completion of questionnaires about interests and abilities can be extremely helpful. It should be noted however—that the assessment information provided by other agencies should not be considered error free—it should simply be used as a guide. Behavior at camp may differ extensively from behavior at home or in the referring agency's setting. At a later date, when the camp is in session, the counselor is able to observe the camper first-hand and to acquire additional information that compliments the total assessment process.



Worksheets

Unit 2.3a

Camper Admission Form

Child's Name _____ (Last) _____ (First) _____ Phone _____

Address _____
(Street/box) (City) (Zip Code) (County)

Father's Name _____ Address _____

Father's Occupation _____ Place of Employment _____

Mother's Name	Address
---------------	---------

Mother's Occupation	Place of Employment

Child's Age _____ Birthdate _____ Sex _____
(month) (day) (year)

Religious Preference

In what grade is the child? _____ Is this a special education class? _____ If yes, describe _____

Name of School _____ Teacher _____

Number of years in school _____ Is child mentally retarded? _____
degree _____

Name of family doctor _____

Name of Family Doctor	Doctor's
Address of Doctor	Phone

Did the child attend camp before? _____ If so, where and when

Names and ages of other children in family

What handicap does child have?

Age when handicap was first noticed? _____

Unit 2.3a

The following information will guide us in placing children so that their needs will be met.

Circle Answers

Can child walk?	Yes	No
without assistance?	Yes	No
use crutches?	Yes	No
Does child use wheelchair?	Yes	No
Does child have any speech difficulty?	Yes	No
Does child hear well?	Yes	No
Does he understand directions?	Yes	No
Does he wear a hearing aid?	Yes	No
If so, can he hear without his aid?	Yes	No
Does he make his wants and needs known?	Yes	No
Does he use his hands?	Yes	No
Does child have bladder control?	Yes	No
Does child have bowel control?	Yes	No
Can he go to the bathroom alone?	Yes	No
Does he need to be fed?	Yes	No
Does he try to help himself?	Yes	No

Please give details here if needed to explain any of the above _____

Does child have seizures or convulsions? _____ How often? _____

Are they controlled by medication? _____ How often is medication given? _____

Does child wet bed? _____ If yes, how often? _____

Does child require a special diet? _____

Has he been a member of a Scout troop, 4-H, church group or other organization? _____

Specify: _____

Unit 2.3a

Please tell us what special help your child will need and what his special interests include. What would you like him to get out of a camp experience?

Please indicate your choice of dates, if more than one session is offered (See enclosed schedule.)

First choice _____

Second choice _____

Camp Fee: The family will pay _____ all _____ part (state amount family will pay) _____

How will your child get to and from camp? _____

Will you be willing to drive other children? _____

Unit 2.3a

PARENT PERMISSION

If this application is accepted, my child has my permission to attend Camp Goldenrod. My child also has my permission to leave the camp site on an occasional overnight trip to nearby points of interest under supervision of the Camp Staff.

I understand that the camp carries camper accident and sickness insurance in limits of \$2,500 for medical expense for accident, \$3,000 for specific disease, and \$600 for other sickness.

In consideration of the camp carrying such insurance, the undersigned parent or guardian does hereby release and forever discharge Camp Goldenrod, its agents and employees, including any member of the Camp Staff, from any and all claim or claims for personal injury to the child which might occur while the child is at the Camp or in the custody or control of Camp Goldenrod, its employees or agents, including the Camp Staff, and which is not covered by the afore-said insurance.*

On occasions a photographer may want to take pictures of the children in this Camp program. It is understood that such pictures always will be taken under the supervision of Goldenrod representative and care will be taken to assure that the individual on Camp Goldenrod will not be embarrassed by their use. I give permission for such pictures to be taken of my child and for such pictures to be used in any way that Camp Goldenrod, its agents or employees, including the Camp Staff, may deem appropriate.

IN CASE OF MEDICAL EMERGENCY, I understand that every effort will be made to contact parents or guardian of campers. In the event I cannot be reached, I hereby give my permission to the physician selected by the camp director to hospitalize, secure proper treatment for, and to order injection, anesthesia or surgery for my child as named.

Date

Signature of Parent or Legal Guardian

*A paragraph of this sort is often included; however, it is not legally binding.

Unit 2.3a

IN CASE OF EMERGENCY, if you cannot be reached at your home telephone number, please indicate whom we should call:

1. Name of Person _____

Relationship to camper or family _____

Address _____

Phone Number _____

2. Name of Person _____

Relationship to camper or family _____

Address _____

Phone Number _____

Module 2

Knowing the Campers

Unit 2.3 b

Assessment and Placement (pre-camp training)

Content Outline

I. Policies Related to Camper Admission, Placement and Conduct

- A. Purpose of Admission Criteria**
- B. Admission Criteria**
- C. Camperships**
- D. Living Assignments**
- E. Group Living Situations**
- F. Conduct**

II. Needs, Interests and Abilities of Campers

- A. Importance of Assessing Campers**
- B. Factors Which Can Be Assessed**
- C. Sources of Information About Campers**
- D. Process of Assessment**
- E. Application of Assessment Information**

Trainee Information

There are eight (8) objectives which you must be able to do in this unit. To help you successfully complete the objectives a variety of activities have been developed. A written post test must be passed to successfully complete this unit.

Unit 2.3b**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

16. In your own words, state the purposes for camper admission criteria.
17. Explain the camper admission criteria of your employing camp.
18. From four definitions of the term "campership," select the most complete definition and list your employing camp's regulations for use of camperships.
19. Explain, in your own words, the effect of camper placement within the group living situation and the policy which governs their placement.
20. List the written rules and regulations for camper conduct, as outlined in your employing camp's staff manual or by your trainer.

Trainee Information

To accomplish performance objectives 16-20, you must complete one or more of the following activities.

Learning Activities

- 1a. Obtain a copy of your camp's staff manual or use the camp manual provided for you. Read the sections on camp admission criteria, policies governing the living assignments of campers, and the rules and regulations for camper conduct. Familiarize yourself with these policies so that you are able to satisfy the performance objectives.

Unit 2.3b.**Learning Activities (continued)**

- 1b. Attend a discussion given by the trainer or a designated person on camper admissions, camperships, camper placement and camper conduct.

Enriching Activity

Prepare a ten-minute oral presentation suitable to be given before a civic service club with the intent of clarifying for its members, policies related to camper admission, placement and conduct. The service club's interest in the camp is motivated by its contribution annually, of ten "camperships."

Unit 2.3b**Performance Objectives**

21. List three reasons for assessing the camper.
22. Given a list of camper characteristics, select those that a camp staff member should be able to assess.
23. Identify sources of information which will assist you in the initial assessment of a camper.

Trainee Information

To help you accomplish performance objectives 21-23, you must complete one or more of the following activities.

Learning Activities

- 2a. Read the manuscript for Unit 2.3a entitled "Needs, Interests and Abilities of the Campers" and make notes which will help you achieve the performance objectives.
- 2b. Obtain a copy of the camper application form for your camp or use the one in the worksheets for Unit 2.3a. Fill out the form. Did you give enough information that another counselor could use it for part of his initial assessment?
- 2c. In pairs or small groups gather and organize all the available information on an individual camper. After reading all the information, is there anything that needs clarification or is missing? Determine what additional information you need and seek information from the best available sources.

Unit 2.3b**Evaluation Criteria**

You must be able to pass the post-test with 90% accuracy.

References

Hartwig, Marie and Bettye E. Myers. Camping Leadership: Counseling and Programming. St. Louis: C. V. Mosby Company, 1976.

Mitchell, A. Viola, Julia D. Robberson and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders, 1977.

O'Morrow, Gerald H. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, 1976.

Post-Tests

Unit 2.1

Classifications and Characteristics:

Post-Test

1. Complete the following charts:

age group Characteristics	5-7	8-10	11-13	14-16
physical growth and development	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
behavior characteristics	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
special needs	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Unit 2.1

Age Group	Young Adults	Adults	Older Adults
Characteristics	1.	1.	1.
	2.	2.	2.
	3.	3.	3.

2. List and describe the five (5) psycho/social needs of all people.

a.

b.

c.

d.

e.

3. Explain the importance of understanding normal growth and development patterns and psycho/social needs when working with the physically disabled.

Unit 2.1

4. Distinguish between the use of the term "handicap" and "disability."
5. Select the most complete and correct definition for the term physical disability.
 - a. physical impairment which adversely affects someone psychologically, emotionally, or socially
 - b. a deviation from a normal standard or from a state that is natural or average.
 - c. an observable condition of physical impairment that can usually be described by a physician
 - d. an objective statement that presents an unbiased fact.
6. List, define, and give one example of the five medical classifications of physical disabilities as given in the text.
 - a.
 - b.
 - c.
 - d.
 - e.

Unit 2.1

7. List, define, and give an example of the six functional classifications of physical disabilities as given in the text.

a.

b.

c.

d.

e.

f.

8. Circle T if the statement is correct, circle F if the statement is false.

T F A functional classification has a corresponding medical classification.

T F A functional classification can be described medically, and a medical classification can be described functionally.

T F A medical classification describes a group of diseases or injuries which have a common element, whereas, a functional classification describes problems or limitations of the body to perform and operate normally.

Unit 2.2**Determining Your Attitudes Toward
Disabled Campers****Post-Test**

Attitudinal change is a continuous process. During this unit, you have participated in several activities designed to help you evaluate your present attitudes toward the disabled and hopefully provide the information to expand your knowledge and develop more appropriate attitudes required to work with the disabled.

Answer the following questions now. It is also recommended that you answer the questions at the end of the camping season or course.

1. Describe the attitudinal problems faced by the disabled.

2. Write a short paragraph assessing your feelings toward the disabled.

Unit 2.2

3. Write a short paragraph describing the implications of attitudinal change for opening opportunities for the disabled.

4. Write a short paragraph on the uses of labeling indicating the dangers and benefits of the practice.

Unit 2.3**Assessment and Placement****Post-Test**

1. What are three reasons for assessing campers?
 - a.
 - b.
 - c.
2. A camp counselor should be able to assess all the following but:
 - a. communication skills
 - b. social skills
 - c. activity skills
 - d. functional abilities
 - e. family interaction skills
3. Circle all the accurate sources of information about the camper.
 - a. family physician
 - b. parental interviews
 - c. direct observation
 - d. application forms
 - e. questionnaires
4. Write a paragraph explaining the purposes of camp admission criteria:

Unit 2.3

5. Circle the most complete definition of a "campership."
- a. financial subsidies awarded to selected campers.
 - b. monetary attempts to provide camping experiences to as many disabled as possible.
 - c. financial subsidies awarded to provide camp experiences for those unable to pay the usual camp fee.
 - d. financial subsidies to deserving campers supplied by organizations that sponsor camps.
6. Write a paragraph explaining the effects of camper placement within the living group and the policy which governs their placement.

If you are participating in a pre-camp training course, you must also answer the following questions.

7. List and give examples of the camper admission criteria for your employing camp.
- 4
8. List the written rules and regulations for camper conduct of your employing camp.

Answer Sheets

Module 2

Directions for Evaluation Procedures

This module contains one pre-test and three post tests. The pre-test covers the entire module. Each of the post tests covers one unit of instruction. Both the pre-test and post tests are to be self-graded by the trainee.

Grading of the Pre-Test

The questions on the pre-test answer sheet include the numbers of the performance objectives in the units of instruction to which they apply.

To grade the pre-test, check your answers against those provided. To be counted correct, all parts of each question must be answered as specified. To determine if you have passed the pre-test and can exit from the module without participating in the learning activities, count up the number of questions you answered correctly. If you are participating in a college course you must have answered 16 questions correctly to exit the module. If you are participating in a pre-camp training course you must have answered 18 questions correctly including the last two (2) questions.

If you miss a question or two but are still able to by-pass the module, it is recommended that you go back to the performance objectives and repeat learning activities which apply to the questions you answered incorrectly. It is not mandatory to do this, but you may find it helpful to improving your competence.

If you do not pass the pre-test with 90 percent accuracy, proceed to the units of instruction for which you did not achieve the performance objectives. Choose and complete the learning activities which apply to the performance objectives for the questions you answered incorrectly in the pre-test.

Module 2

Knowing the Campers

Answers to Pre-Tests

Performance Objectives

Answers

1. See text	Unit 2.1 #1 & 2	
2. a, b, c, d, e		3
3. See text		4
4. Handicap		5
1. When responding to requests for proposals, submitting grant requests, requesting information, etc. from Federal Government agencies		
2. When used to apply to a person's functioning in a given situation.		
Disability		
1. When referring to the pure anatomical or neurological fact of a disability.		
2. When it is important not to prejudge a person and to remain objective about a person's physical disability		
5. c		6
6. See text		7
7. See text		8
8. d.		9
9-12. Attitudes are most effectively measured through self-expression and have no right responses.	Unit 2.2	11-15
13. See text	Unit 2.3 #16	
14. c		17
15. See text		18
16. See text		19
17. a, b, d, f		20
18. f		21
19. Refer to employing camp manual		22
20. Refer to employing camp manual		23

Unit 2.1

Classifications and Characteristics

Answers to Post-Tests

Answer	Performance Objective
1. See text	P. O. #1, 2
2 a. <u>recognition</u> - social approval, prestige, etc; avoids ridicule, scorn or disapproval	
b. <u>power</u> - achievement, success, mastery, etc; avoids frustration and a sense of failure	
c. <u>affection</u> - appreciation, understanding, intimacy and support; avoids situations where there is a lack of love or appreciation.	
d. <u>new experiences</u> - adventure, excitement, thrill; avoids situations of dullness, monotony, and boredom.	
e. <u>security</u> - protection, confidence and optimism; avoids fear, apprehension, danger, insecurity and pessimism.	
	P. O. #3
3. See text	P. O. #4
4. Handicap	P. O. #5
1. When responding to requests for proposals, submitting grant requests, requesting information, etc. from Federal Government agencies	
2. When used to apply to a person's functioning in a given situation.	
Disability	
1. When referring to the pure anatomical or neurological fact of a disability	
2. When it is important not to prejudge a person and to remain objective about a person's physical disability	
If student gives another answer and can document it, it may be counted as correct.	
5. a.	P. O. #6
6. See text	P. O. #7
7. See text	P. O. #8
8. F	P. O. #9
T	
T	

You must get 7 of the 8 correct to go on to Unit 2.2

Unit 2.2

Identifying Potential of Disabled Individuals Debriefing Feedback Sheet

The Background Data Sheets actually contain true biographical information on disabled individuals, each of whom have made unique and significant contributions to our society. The names were changed so you would not readily recognize who they were:

Pseudonym	Actual Name	Area of Achievement	Background Information
Mary Hall	Eleanore Roosevelt	Psycho/social	Reformer, humanitarian philanthropist.
Sam Edder	Albert Einstein	Academics and Creativity	Mathematics and physics genius.
Bill Ridell	Thomas Edison	Academics and Creativity	Inventor

Unit 2.2**Determining Your Attitudes Toward Disabled Campers****Answers to Post-Tests**

Attitude formation and change are integral activities for any professional involved with disabled persons. Yet attitudes are difficult to measure in performance terms with paper-and-pencil activities. Attitudes can most effectively be measured on an expressive level through the description of feelings, emotions, interests, and appreciation.

At the end of the summer, answer the questions again. Was there a change? Growth is measured as the internal positive change within each individual. At no time will your attitudes and growth be compared to those of other trainees.

Unit 2.3**Policies Related to Camper Admission,
Placement and Conduct****Answers to Post-Tests**

1. See text.
2. e
3. All answers should be circled.
4. See text.
5. c
6. See text.
7. See manual for employing camp.
8. See manual for employing camp.

Module 3

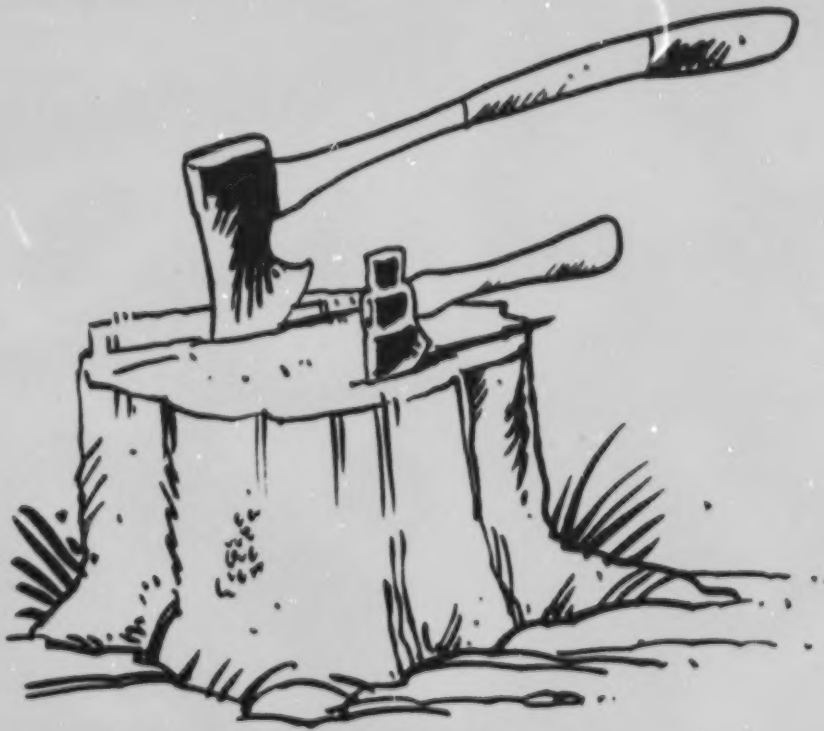
Development of a Plan for All-Camp Operations

Prepared by

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Module 3

Development of a Comprehensive Plan for All-Camp Operations

Flow Chart

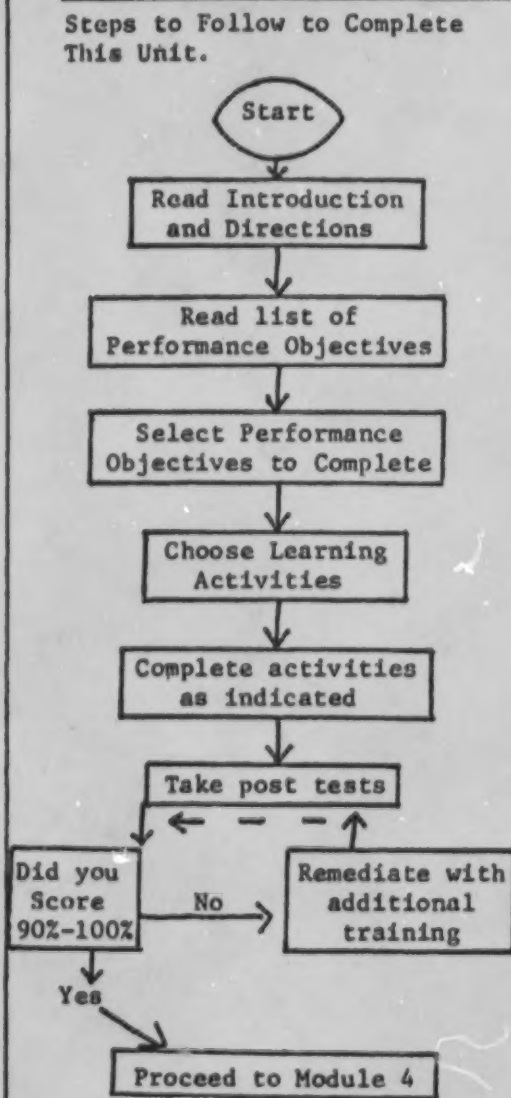


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Module 3

Development of a Comprehensive Plan for All-Camp Operations

Introduction

A comprehensive plan provides the strategies for achieving the identified goals and objectives for all-camp operations. It helps ensure orderly change by matching available resources with the campers' needs. In addition, a comprehensive plan will aid in eliminating waste and duplication of services by utilizing the best mixture of all available resources.

A new comprehensive plan developed for all camp operations will provide a picture of how all portions of a camp work together to meet the goals and objectives. A well developed plan is a positive step towards ensuring a successful camp program that is designed to meet the needs of each camper.

The activities in this module will help you 1) develop or re-evaluate your philosophy, goals and objectives for operating your camp, 2) select camp services to meet those objectives, 3) develop an organizational structure appropriate to your camp, 4) design and manage your facility, and 5) develop a system for evaluation and quality control.

Module 3 is designed to provide the trainee with the knowledge and skills necessary for developing a comprehensive plan for all camp operations.

Module Goal To develop a comprehensive plan for all-camp operations.

Directions

The directions for Module 3 are similar to those for all the Camp Director training modules.

There is no pre-test for this module. If you have a comprehensive plan that has been approved by ACA as a part of the camp accreditation process, it is assumed that you have achieved the competence level intended by this module. For those of you who plan to develop or would like to improve your comprehensive plan, a careful check of the performance objectives should be made to help you evaluate your level of competence.

If you feel that you can successfully achieve the objectives for any of the four units without participating in the learning activities, you may take the post test. After completing the test, check your answers and then turn it in to your instructor.

To successfully complete this module:

1. Read the introduction and review the flow chart and table of contents.
2. Read the performance objective checklist and check off each objective you think you can complete without further study.
3. Select learning activities which will help you achieve the rest of the performance objectives.
4. Complete the necessary activities.
5. Determine if you will do any enriching activities.
6. Complete each post test with 90 percent accuracy. You may not use any references. If you do not achieve 90 percent accuracy, discuss with your trainer plans for remediation.
7. After successful completion, exit.

Module 3

Development of a Comprehensive Plan for All-Camp Operations

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in this Module. Check each objective you feel competent to perform. Then use the remaining objectives to select the activities you should complete to pass the post test for this module.

Module Goal To develop a comprehensive plan for all-camp operations

Unit 3.1

Philosophy, Goals and Objectives Determine Camp Services

Unit Objective To determine camp services through the development and use of camp philosophy, goals and objectives.

- ___ 1. Using generally recognized principles of human dynamics and of human services delivery systems, describe the role of the camping experience in the total life experience of any person including handicapped and disabled persons.
- ___ 2. Given that a residential camping service is to be provided as a part of an agency program, identify in the agency's philosophy, goals and objectives those specific items or areas which can be realized through residential camping services.
- ___ 3. Given specific circumstances of a residential camping service, prepare a statement of philosophy, goals and objectives which will include at least the following: (1) a general statement of the role of camping within the total life experience of the client; (2) specific realistic goals and objectives which will be used by the camping program to implement the philosophy; and (3) specific methods of measuring achievement of the goals and objectives.
- ___ 4. Given appropriate demographic information about a specific geographic area, identify by categories and appropriate numbers those persons whose needs may be met through your camp's services.

- 5. Given information about the volume and quality of present services in camping, assess those services and identify methods for improving the quality of service delivery.
- 6. Considering an identified population and present services in camping in a given community, assess the need for a new camping service or the revision of the present service delivery system as it would affect services under your own control and responsibility.
- 7. Given a statement or your own statement of philosophy, goals and objectives, design a living pattern or structure which will foster the achievement of the goals and objectives and reflect the philosophy of the camp.
- 8. Given a statement or your own statement of philosophy, goals and objectives, select formal (structured, planned, and directed) and informal program services which will foster the achievement of the goals and objectives.
- 9. Given a statement or your own statement of philosophy, goals and objectives, select and design a system of delivery of ancillary services (where appropriate) which will foster the achievement of the goals and objectives.

Unit 3.2

Organizational Structure

Unit Objective To establish an organizational structure for your camp.

- 10. Given your statement of philosophy, goals and objectives, identify the organizational structure which will assist in the functions of the following areas:
 - 1. governance
 - 2. activity operations
 - 3. administration and staffing
- 11. Given a description of a camp, list each distinct staff function, group by type of responsibility (food service, fiscal management, program, camper care, etc.) with an estimate of time factors required.

- ___ 12. Given the statement of philosophy, goals and objectives and the description of the number of campers and types of campers to be served, assign the appropriate functional roles to the appropriate number of staff positions, and write appropriate job descriptions for each position.
- ___ 13. Given a set of conditions and circumstances for a specific camp, write a statement of personnel policies for all staff which will include all appropriate items and be written so that prospective employees can interpret it accurately.

Unit 3.3

Facility Design and Management

Unit Objective To determine facility design and establish a management system.

- ___ 14. Given a description of the type of campers to be served, list the advantages and disadvantages of a small camp population vs. those of a large camp population which could be used in the design of a camp.
- ___ 15. Identify the advantages and disadvantages of a residential camp servicing the following: (a) a single age group vs. a wide range of age groups simultaneously vs. a multiple session program divided by age groups; (b) handicapped persons integrated with non-handicapped persons vs. handicapped persons only vs. non-handicapped persons only.
- ___ 16. Given your camp layout, philosophy, goals and objectives, describe the advantages and disadvantages of centralized and decentralized programming in your camp.
- ___ 17. Given a specific population to serve, describe the basic requirements of a physical site in terms of size, terrain, natural features and geographic location.
- ___ 18. Using a list of available features and improvements to a specific campsite, lay out a general design of buildings and areas which are appropriate to the site, the population and the goals and objectives of the camp.
- ___ 19. Identify and evaluate basic considerations of physical camp facility and equipment design in the areas of aesthetics, general utility, practicality, environmental awareness, and accessibility to the handicapped.

- ___ 20. Based on the special needs of handicapped persons, identify specialized equipment and/or adaptations to general equipment that will be necessary to serve them at camp.
- ___ 21. Given your philosophy, goals and objectives, camp services, organizational structure and facility design, establish a fiscal control system including bookkeeping, budgeting, reporting, etc.
- ___ 22. Using commonly accepted principles of purchasing, inventory and supply control, establish a control system for your camp.

Unit 3.4

Evaluation and Quality Control

Unit Objective To establish a system for evaluation and quality control.

- ___ 23. Given a set of conditions for a camp, demonstrate a knowledge of the American Camping Association's services to camping and of the standards program of accreditation in particular, to the extent that you can prepare a camp for a standards accreditation visit.
- ___ 24. Given a specific state and county as the site of the camp, list the pertinent state and area regulatory agencies which might have jurisdiction over the camping operation, and list examples of regulations which may be applicable to the camp.
- ___ 25. Using generally recognized principles of ethics, apply those principles to the area of camp operation so that you can identify examples of ethical and unethical camping practices.
- ___ 26. Establish a plan to systematically determine the success/failure of your camp objectives.
- ___ 27. List and describe at least three methods of evaluation which will consider all elements of the camp operation and which will include all participants and concerned persons in the process.

Module 3

Development of a Comprehensive Plan for All-Camp Operations

Unit 3.1

Philosophy, Goals and Objectives Determine Camp Services

Unit Objective To determine camp services through the development and use of camp philosophy, goals and objectives.

Content Outline

- I. Formulating Philosophy, Goals and Objectives
 - A. The Population to be Served
 1. Identifying the client population
 2. Identifying the community need
 - B. Statement of Philosophy
 1. The role of camping in the total life experience of the client
 2. Integrating the camp philosophy into the sponsor agency philosophy
 - C. Goals, Objectives and Measurement Methods
- II. Selecting Camp Services
 - A. Selecting a Community Design for Group Living
 1. Physical accommodations
 2. Degree of structure/freedom
 3. Personal relationships
 - B. Program Services
 1. Formal activities
 2. Informal activities
 - C. Ancillary Services

Trainee Information

Unit 3.1 contains nine (9) performance objectives for you to complete. They are divided into three groups and it is suggested that you complete at least one activity for each group.

Unit 3.1**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Using generally recognized principles of human dynamics and of human services delivery systems, describe the role of the camping experience in the total life experience of any person including handicapped and disabled persons.
2. Given that a residential camping service is to be provided as a part of an agency program, identify in the agency's philosophy, goals and objectives those specific items or areas which can be realized through residential camping services.
3. Given specific circumstances of a residential camping service, prepare a statement of philosophy, goals and objectives which will include at least the following: (1) a general statement of the role of camping within the total life experience of the client; (2) specific realistic goals and objectives which will be used by the camping program to implement the philosophy; and (3) specific methods of measuring achievement of the goals and objectives.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities

- 1a. Visit three camps in session to identify their philosophy, goals and objectives. Choose camps of varying backgrounds, types and sponsorships if possible (i.e., agency youth camp, camp for handicapped persons, private-independent camp). Begin by asking a sample of campers, staff and parents (if available) to name three benefits which they derive (and/or which they feel the camper derives from camp.)

(continued on next page)

Group Activities

- 1c. Review carefully the part of Module 1, Unit 1 (The Camp Director) which deals with philosophy, goals and objectives. In pairs or a small group generate a list of reasons people go camping and the benefits to be derived from the camping experience. Review and revise your list (if necessary) after other activities are completed.

Unit 3.1

Individualized Activities

(continued)

Using these listed benefits only, write a statement of philosophy and a set of goals and objectives which you feel reflect the responses received. Then compare your statements with the written statements of the camp.

- 1b. Interview three camp directors from camps of varying backgrounds and sponsorships (i.e., agency, private, church) regarding their camp's philosophy, goals and objectives. Determine how these statements were formulated (when and by whom). Then ask the director to assess the extent to which the goals and objectives are realized in camp, and his reasons for this assessment.

Group Activities

- 1d. In a small group, review and discuss the appropriateness of the "comprehensive plans" of three ACA-accredited camps. Identify the basic components of each plan, including (a) general statement of the role of camping in the total life experience of people; (b) application of this role in the life of the handicapped person; (c) goals; (d) objectives; (e) measurement methods.
- 1e. Study and discuss the American Camping Association's "Standards with Interpretations" sections relating to the "comprehensive plan."

Unit 3.1

Performance Objectives

4. Given appropriate demographic information about a specific geographic area, identify by categories and appropriate numbers those persons whose needs may be met through your camp's services.
5. Given information about the volume and quality of present services in camping, assess those services and identify methods for improving the quality of service delivery.
6. Considering an identified population and present services in camping in a given community, assess the need for a new camping service or the revision of the present service delivery system as it would affect services under your own control and responsibility.

Learning Activities

Individualized Activities	Group Activities
2a. Choose a general program service for handicapped (e.g., transportation, education, recreation, etc.) in a given geographical area that appears to be meeting the need for that area <u>quantitatively</u>. Interview professionals, parents and consumers to determine the <u>quality</u> of the services provided. Discuss ways of enhancing the quality of such programs. Document your activities and your findings. Be prepared to apply your findings to camping programs. 2b. Interview professionals, parents of handicapped children and consumers of services (at least two in each category). Try to determine their attitudes (continued on next page)	2e. Bring printed material describing agency and/or state programs to the training session. In small groups select printed material from six agencies, (three public and three private) which provide services to special populations in a given community/state. Review and discuss in detail those agencies in regard to their clientele and services. Pay particular attention to statistical information such as incidence figures, population statistics, and service statistics that may help you determine the number of possible clients who live in that area. Next, identify and list the general service categories and/or the diagnostic categories served by these agencies. Determine (continued on next page)

Unit 3.1

Individualized Activities

(continued)

towards methods of:
 (a) determining the needs of their specific group; (b) identifying potential clients; and
 (c) assessing the quality of services given.

- 2c. Identify an agency in your area that has recently implemented (or is planning to implement in the near future) a new program. Meet with officials of that agency and review with them their needs assessment and client identification process.

- 2d. Attend sessions of an ACA-sponsored seminar on camping or portions of the ACA Camp Directors Certification Course relating to comprehensive planning.

or

- 2e. Read the section on comprehensive plans found in the ACA camp standards.

Group Activities

(continued)

the number of individual clients served in each service and in each diagnostic category, and also determine the number of times the average client received such services.

Compare the information gained above, and determine which of the service categories are providing adequate coverage and which need to be expanded. Also determine which population group is receiving adequate coverage and which needs increased services.

Using the information gained above, particularly as it may relate to camping programs, and using your knowledge of the benefits of camping programs for special populations, prepare a written needs assessment on camping for special populations for the area.

Unit 3.1

Performance Objectives

7. Given a statement or your own statement of philosophy, goals and objectives, design a living pattern or structure which will foster the achievement of the goals and objectives and reflect the philosophy of the camp.
8. Given a statement or your own statement of philosophy, goals and objectives, select formal (structured, planned, and directed) and informal program services which will foster the achievement of the goals and objectives.
9. Given a statement or your own statement of philosophy, goals and objectives, select and design a system of delivery of ancillary services (where appropriate) which will foster the achievement of the goals and objectives.

Learning Activities

Individualized Activities	Group Activities
3a. Visit an existing camp in operation. Study the camp's statement of philosophy, goals and objectives. Then observe the camp operation in terms of (a) group living arrangements; (b) program services; and (c) ancillary services by the following activities: Characterize in writing the camp's design for group living. Identify the basic type(s) of accommodations (lodging - cabin-style, dormitory-style, tents), food service (cafeteria, home, restaurant), etc. Make judgments as to the degree of structure apparent in the group living design. Try to identify aspects of the design for group living that promote personal relationships among campers (continued on next page)	3c. Participate in a lecture/discussion which includes information on the design of community living patterns based on the goals and objectives of model (or actual) camps. Using the examples presented, break into small groups and select (or develop) a pattern which would match a given camp's statement of philosophy, goals and objectives. Identify the basic types of accommodations, food services, program services, and ancillary services. Develop a list of program services to be provided in your camp. Then develop a list of ancillary services. Be sure all (continued on next page)

Unit 3.1

Individualized Activities

(continued)

and staff. Discuss whether or not the overall design for group living is consistent with the camp's philosophy, goals and objectives.

Identify and list all of the program services (both formal and informal) provided by the camp. Examples of traditional formal program services might include archery instruction, recreational and instructional swimming, horseback riding, various other sports and games activities, evening programs, musical events, etc. Examples of informal program activities might include unstructured free time or small group gatherings with no expressed purpose. Discuss whether or not the overall selection of program services is consistent with the camp's philosophy, goals and objectives.

Identify and list all of the ancillary services offered by this camp. Such services might include: medical (physical therapy, examinations, postural drainage, etc.), educational (remedial reading, speech and/or language testing or therapy), vocational (evaluation, work adjustment, simulation of sheltered employment activities, etc.). They might also be oriented toward counseling, personal growth, behavior modification, etc. Discuss whether or not the ancillary services given are consistent with the camp's philosophy, goals and

(continued on next page)

Group Activities

(continued)

program and ancillary services are consistent with the camp's philosophy, goals and objectives.

Share your plan with the other groups so you may get suggestions for improvement of your design.

3d. Study the resources listed that pertain to camp design and living structure.

3e. Develop a slide show of your camp reflecting your philosophy, goals and objectives. Be prepared to defend it.

Unit 3.1**Individualized Activities****Group Activities**

(continued)

objectives, and relate each to a specific goal and objective.

- 3b. Audit or study a summary of a college course in camp administration, particularly the section relating to design of services and program planning.

Enriching Activities

(The enriching activities are planned for the trainees who have experience with developing philosophy, goals and objectives. These activities allow them to use their past training.)

1. Review the appropriate sections of literature on camp and general program administration standards, especially those in the resource list.
2. Study principles of Management by Objectives through reading or course work.

Evaluation Criteria

Turn to the yellow section at the back of the module and complete the post test for Unit 3.1. You must achieve 90 percent accuracy to complete this unit.

Remedial Activities

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

With the trainer, determine activities which would assist you in your weak area. These might include: further interviews, further readings, writing a set of goals and objectives for a fictitious camp, visits to other camps, extended reading resource lists, an audit or study of program services in other institutions, or repetition of any of the original activities.

Unit 3.1

Philosophy, Goals and Objectives Determine Camp Services

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- American Camping Association. Camp: The Child's World. Bradford Woods, Martinsville, Indiana: American Camping Association, 1971.
- American Camping Association. Camping Is Education. Bradford Woods Martinsville, Indiana: American Camping Association, 1960.
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Unit 3.1

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ALSO:

The following type of references are available in almost every state. There is no single reference that includes all of them, so this list is simply an attempt to make the learner aware of their existence:

Unit 3.1**(References continued)**

State Developmental Disabilities Plan as required by Title I, Part C, Public Law 94-103

State Special Education Plan as required under Public Law 94-142.

State Social Services Plan as required under Title XX of the Social Security Act.

State Vocational Rehabilitation Plan as required by the Rehabilitation Act of 1973, Public Law 93-112.

State Health Systems Agency Reports and Plans as required under the Health Planning Resource Development Act, Public Law 93-641.

Module 3

Development of a Comprehensive Plan for All-Camp Operations

Unit 3.2

Organizational Structure

Unit Objective To establish an organizational structure for your camp.

Content Outline

I. Organizational Structure

A. Functional Analysis

1. Determination of staff functions
2. Assignment of functional roles
3. Job descriptions

B. Staff Organization and Personnel Management

1. The organizational chart
2. Personnel policies

Trainee Information

In this unit there are four (4) objectives which you must accurately complete. It is suggested that you complete at least one activity.

Unit 3.2

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

10. Given your statement of philosophy, goals and objectives, identify the organizational structure which will assist in the functions of the following areas:
 1. governance
 2. activity operations
 3. administration and staffing
11. Given a description of a camp, list each distinct staff function, group by type of responsibility (food service, fiscal management, program, camper care, etc.) with an estimate of time factors required.
12. Given the statement of philosophy, goals and objectives and the description of the number of campers and types of campers to be served, assign the appropriate functional roles to the appropriate number of staff positions, and write appropriate job descriptions for each position.
13. Given a set of conditions and circumstances for a specific camp, write a statement of personnel policies for all staff which will include all appropriate items and be written so that prospective employees can interpret it accurately.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities**Group Activities**

- 1a. Visit a camp while it is in operation. Observe the entire staff in action and list as many distinct staff functions as you can (e.g., washing dishes, providing medical care for campers, collecting camper fees, etc.). Group the distinct staff functions and assign each group of functions to an individual staff position.

- 1e. Divide into pairs or small groups and, using the description of a specialized camp provided by your trainer, list staff functions for completing each camp activity. Group the staff functions and assign each function to the appropriate number of staff positions. Deter-

(continued on next page)

Unit 3.2**Individualized Activities****(continued)**

Using the above functional analysis as a basis, write a job description for each position that you identified. Then design an organizational chart that clearly shows lines of authority and communication among the camp staff and, where appropriate, the agency which owns and operates the camp.

- 1b. Collect personnel policy statements, job descriptions and organizational charts from three different camps. Compare the material and comment on the relative strengths and weaknesses of the organizational structures of each.
- 1c. Review the reference material on personnel management.
- 1d. Interview a representative of the personnel department of an organization employing at least 25 people. Discuss with him or her the importance of personnel policies and the kinds of information that need to be included in personnel policies.

Group Activities**(continued)**

mine and write a job description for each position, then draw an organizational chart showing lines of authority for the staff.

Evaluation Criteria

Turn to the yellow section, find and complete the post-test for this unit.

Unit 3.2**Remedial Activities**

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

With the trainer, determine activities which would assist you in your weak areas. These might include: further visits to camp; review and assessment of more policy statements and/or job descriptions; interviews with camp staff members; or repetition of any of the original activities.

Unit 3.2

Organizational Structure

References

- American Camping Association. Camp Staff Job Descriptions.
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Module 3

Development of a Comprehensive Plan for All-Camp Operations

Unit 3.3

Facility Design and Management

Unit Objective To determine facility design and establish a management system.

Content Outline

I. Design Considerations

A. Population

1. Number of campers and staff
2. Homogeneity vs. heterogeneity

B. Legal and Professional Considerations in Design and Construction

C. Site Selection and Adaptation

D. Building Design and Physical Arrangements

1. Program needs
2. Aesthetics in camp facility design
3. Features of accessibility
4. Utility and practicality

E. Special Equipment

II. Planning Facility Management

A. Business Operations Systems

B. Equipment and Supply Control Systems

Trainee Information

There are nine (9) performance objectives for you to complete in Unit 3.3. They are divided into three (3) groups and you should complete at least one activity for each group.

Unit 3.3

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

14. Given a description of the type of campers to be served, list the advantages and disadvantages of a small camp population vs. those of a large camp population which could be used in the design of a camp.
15. Identify the advantages and disadvantages of a residential camp servicing the following: (a) a single age group vs. a wide range of age groups simultaneously vs. a multiple session program divided by age groups; (b) handicapped persons integrated with non-handicapped persons vs. handicapped persons only vs. non-handicapped persons only.
16. Given your camp layout, philosophy, goals and objectives, describe the advantages and disadvantages of centralized and decentralized programming in your camp.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities	Group Activities
1a. Identify and visit six existing camps which represent a variety of differing design considerations (i.e., small vs. large enrollment, single vs. multiple disability categories, small vs. large age ranges, handicapped vs. integrated, centralized vs. decentralized, etc.). Note carefully advantages and disadvantages of each design. Interview staff members, campers, and camper parents (where possible) to determine their opinions about various design considerations.	1b. Based on camp design literature, participate in a lecture/discussion of camp design considerations. List and discuss at least five design and/or administrative issues surrounding (a) large vs. small enrollment, (b) homogeneity vs. heterogeneity (in terms of physical abilities and disabilities), (c) small vs. large age ranges, (d) centralization vs. decentralization.

Unit 3.3

Performance Objectives

17. Given a specific population to serve, describe the basic requirements of a physical site in terms of size, terrain, natural features and geographic location.
18. Using a list of available features and improvements to a specific campsite, lay out a general design of buildings and areas which are appropriate to the site, the population and the goals and objectives of the camp.
19. Identify and evaluate basic considerations of physical camp facility and equipment design in the areas of aesthetics, general utility, practicality, environmental awareness, and accessibility to the handicapped.
20. Based on the special needs of handicapped persons, identify specialized equipment and/or adaptations to general equipment that will be necessary to serve them at camp.

Learning Activities

Individualized Activities	Group Activities
2a. Interview at least one each of the following professional persons: attorney, architect, general contractor, insurance broker, real estate broker, landscape architect, or accountant. Describe to them your hypothetical plan for opening a 100-bed residential camp. Discuss their respective professional concerns with regard to securing a site, designing and building a facility and operating a program. 2b. Identify a rural tract of land that is your hypothetical choice for a site for your 100-bed camp. After gaining (continued on next page)	2f. In a small group identify the specific population you wish to serve in camp (age, disability category, etc.). Use your client descriptors as a basis for discussing the physical requirements of the camp site. Consider four basic concerns as you identify the characteristics: lodging, health and safety, food service, and program. Identify natural and man-made physical resources that will allow you to carry out the goals and objectives developed in Unit 3.1.

Unit 3.3

Individualized Activities

Group Activities

(continued)

the approval of the owner of the land, study the property by walking the length and breadth of it. Note both desirable and undesirable physical features and judge the value of the property as a potential camp site. Keep in mind your agency's and your camp's goals and objectives as you consider aesthetic and accessibility factors as well as practicality.

- 2c. Identify at least six suppliers of outdoor education, physical education and/or recreation equipment and supplies. Secure catalogues from each supplier. Review the catalogues as if you were selecting equipment for your camp. Bear in mind the special considerations required by your campers. List the equipment you would purchase for your camp and be prepared to defend your selections.
- 2d. Identify a camp planning firm. Request permission to visit the firm's offices to review their camp planning process. Write a summary of chronological steps in the process and a list of the considerations used by the firm.

Unit 3.3**Individualized Activities****Group Activities**

(continued)

2e. Review reference material on:

- a) basic camp design
- b) architectural accessibility/
barrier-free design
- c) equipment and supply selection
and acquisition

Unit 3.3

Performance Objectives

21. Given your philosophy, goals and objectives, camp services, organizational structure and facility design, establish a fiscal control system including bookkeeping, budgeting, reporting, etc.
22. Using commonly accepted principles of purchasing, inventory and supply control, establish a control system for your camp.

Learning Activities

Individualized Activities

- 3a. Review with a camp director or business manager (bookkeeper, accountant, etc.) of a camp or its sponsoring agency the financial records of the camp. Ask for an explanation of the system in a chronological order, and identification of control mechanisms.
- 3b. Study textbooks in elementary accounting courses, and set up a record system for a camp using circumstances provided by your trainer.

Group Activities

- 3c. Participate in a lecture/discussion which reviews all aspects of the financial records of a camp. Then using blank fiscal forms from an operating camp, prepare a budget for the camp using circumstances provided by your trainer. Enter sample transactions appropriately in a journal and ledger. Prepare a summary financial report to the camp committee for the annual report.

Enriching Activities

(The enriching activities are planned for the trainees who have experience with facility design and management. These activities allow them to use their past training to help others.)

1. Visit a food dealer and discuss varying qualities of food items, such as canned fruits. Discuss how bids are received and made by the company.
2. Discuss with an accountant depreciation methods and book value of inventoried items.

Unit 3.3

3. Interview a representative of the Internal Revenue Service and for the state revenue department for information on tax obligations and exemptions for a camp in your state.

Evaluation Criteria

Turn to the yellow section and complete the post test for this unit of instruction.

Remedial Activities

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

With the instructor, determine activities which would assist you in your weak areas. These might include: interviews with other professionals, further readings, auditing courses in the weak areas, more visits to camps, or repetition or variation of any of the original activities.

Unit 3.3

Facility Design and Management

References

- American Camping Association. Camp Standards with Interpretations. Bradford Woods, Martinsville, Indiana: American Camping Association, 1976.
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Unit 3.3

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Module 3

Development of a Comprehensive Plan for All-Camp Operations

Unit 3.4

Evaluation and Quality Control

Unit Objective To establish a system for evaluation and quality control.

Content Outline

- I. Quality Control and Evaluation Systems
 - A. Professional Standards
 - B. Legal Requirements in Camp Operation
 - C. Ethical Considerations in Camping
 - D. Strategies for a Continuing Evaluation Process

Trainee Information

There are five (5) performance objectives for you to complete in this unit. They are divided into two groups and you should complete two or more activities for each group.

Unit 3.4

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

23. Given a set of conditions for a camp, demonstrate a knowledge of the American Camping Association's services to camping and of the standards program of accreditation in particular, to the extent that you can prepare a camp for a standards accreditation visit.
24. Given a specific state and county as the site of the camp, list the pertinent state and area regulatory agencies which might have jurisdiction over the camping operation, and list examples of regulations which may be applicable to the camp.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities**Group Activities**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1a. Read the "American Camping Association's <u>Camp Standards with Interpretations</u>" thoroughly and identify the method to be used in complying with each applicable standard. 1b. Request from the legislative section of the American Camping Association a compilation of state laws pertaining to camping and select those laws which are applicable to your specialized camp. Support your selections. 1c. Study the suggested regulations on camping of the Department of Health, Education and Welfare (Center for Disease Control) and evaluate each for reasonableness and applicability. Support your conclusion. | <ol style="list-style-type: none"> 1f. Attend a lecture/discussion conducted by a certified Standards Visitor of the American Camping Association to learn about the standards program, the process by which standards are set, and the qualifications and training of ACA Standards Personnel. 1g. Divide into small groups and for a county selected by your trainer as the camp location, compile a list of all applicable laws, regulations and codes for a particular area of camp operation. Identify their enforcing agencies on a state, county and local level and identify each means of compliance which might be used. |
|---|--|

Unit 3.4**Individualized Activities**

- 1d. Interview a representative of a national health agency with standards of its own which supplement ACA standards. Determine why the agency feels it's necessary to have its own additional standards, and evaluate this need yourself.
- 1e. Study standards of the American National Standards Institute and of the American Institute of Architects as they apply to accessibility, and identify those areas which are applicable to resident camping.

Group Activities

- 1h. Brainstorm to develop additional standards which you feel are important in measuring the operation of a residential camp, and support the importance of each standard.

Unit 3.4**Performance Objectives**

25. Using generally recognized principles of ethics, apply those principles to the area of camp operation so that you can identify examples of ethical and unethical camping practices.
26. Establish a plan to systematically determine the success/failure of your camp objectives.
27. List and describe at least three methods of evaluation which will consider all elements of the camp operation and which will include all participants and concerned persons in the process.

Learning Activities

Individualized Activities	Group Activities
2a. Study the American Camping Association's "Policies and Practices in Ethics" and evaluate its probable impact on individual camp directors, campers, staff and parents, as well as the general public. 2b. Interview three camp directors regarding ethics in camping to determine how they decide on ethical questions. Assess their actual compliance to these ethical standards through examination of materials, questions, etc. 2c. Interview representatives of two or three accrediting agencies outside of camping (such as those for hospitals, schools, etc.) to determine their views and concerns in applying standards and ethical controls to their professions.	2e. Listen to a group panel, which includes the chairman of the Ethics Committee of the local American Camping Association section, and other representatives of accrediting agencies discussing ethics considerations in camping. Determine at least five practices which are vital to continued ethical practice of camping. 2f. Brainstorm and list ten practices which you deem unethical for a camp director to follow, and state the corollary ethical practice which would be acceptable. 2g. Divide into small groups and develop evaluation measures which can be used to effectively assess a camp operation.

Unit 3.4

Individualized Activities

Group Activities

- 2d. Talk to a camp director about the processes he uses to evaluate his camping operation, and use these processes to develop evaluation methods for your camp.

Enriching Activity

(The enriching activity is planned for the trainees who have experience with quality control and evaluation. These activities allow them to use their past training to help others.)

1. Write to your congressman (or member of an appropriate House or Senate Committee) asking for his views on federal legislation to control camping.

Evaluation Criteria

Turn to the yellow section and complete the post test.

Remedial Activities

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

With the trainer, determine activities which would assist you in your weak areas. These might include more detailed visits with camping professionals, legislators or allied professionals; extended reading; or repetition of original activities.

Unit 3.4

Evaluation and Quality Control

References

- American Camping Association. Camp Standards with Interpretations.
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Unit 3.4

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Post-Tests

Unit 3.1**Post Test****Philosophy, Goals and Objectives Determine Camp Services**

1. Given a comprehensive selection of resource materials on public and private agencies in a community or geographic region (or having found this resource material oneself), determine the following information and make the following assessments:
 - a. the population;
 - b. the quantity and quality of residential camping services being provided for in the area;
 - c. the need for further or revised residential camping services for these persons in this area.

2. Write a statement of philosophy which expresses the value of the residential camping experience.

3. Write a set of goals and objectives for a camp including methods of measurement of achieving those goals and objectives. (You may specify the population - handicapped, children, senior citizens, etc.)

Unit 3.1

4. Write a "Comprehensive Plan" for a residential camping program sponsored by an agency to serve a capacity of 100 persons ages eight to twenty years in each of five ten-day sessions in the summer season. (If you work with handicapped persons, the population should reflect that.)

 5. Given a hypothetical situation in which you know the population to be served in a camp setting and the philosophy, goals and objectives of the camp, select appropriate camp services to include the following items:
 - a. a written design for group living including a plan for accommodations, an appropriate degree of structure, and a setting which promotes personal relationships compatible with the goals and objectives;
 - b. schedules of activities (daily, weekly, and/or monthly sessions, as appropriate) that indicate specific formal and informal program services and that also include appropriate ancillary services as needed.
- Be prepared to defend your selection of camp services based on the camp's philosophy, goals and objectives and physical facilities.

Turn to the back of the yellow section and check your answers.

Unit 3.2**Post Test****Organizational Structure**

1. You are the director of a 100-bed coeducational residential camp for 8-16 year old (physically handicapped) children. Your program is a traditional centralized one using a 200-acre wooded site with ten camper cabins, a central building housing kitchen/dining hall, office and nature craft shop, a health center/infirmary, a swimming pool, a 15-acre lake, and several large outdoor recreation areas. Using your knowledge of general camp operations, design an organizational structure to include job descriptions, an organizational chart, and personnel policies for a 70-day summer season.

Turn to the back of the yellow section to check your answer.

Unit 3.3

Post Test

Facility Design and Management

1. Visit two distinctly dissimilar existing camps. Develop a written critique of the camps in terms of the five basic design considerations present in the content outline for the unit.
2. Given a hypothetical camper population and service area, given a statement of philosophy, goals and objectives, and given an undeveloped or semi-developed tract of land, develop a master site plan based on the design considerations cited in the content outline for this unit.

Unit 3.3

3. Using forms and information provided by your instructor, prepare a budget for a camping season, including line-by-line projections (and functional allocations if appropriate).
4. Establish a petty cash account to be used by summer staff in camp, explaining what method(s) you will use to control amount and type of expenditure, to record expenditures, and to report the account to the sponsoring agency.
5. Prepare a sample section of a bid sheet for food supplies, to be distributed to wholesale grocers, to include specifications of items, delivery date and conditions, payment method, amounts, and all other appropriate information.

Unit 3.3

6. List the types of items which should be included in an annual (or seasonal) inventory and those which may not need to be included. Explain your choices.
7. Prepare an inventory form to be used by camp department heads to report inventories of their equipment and supplies at the beginning and end of the season.

Turn to the back of this section and check your answers.

Unit 3.4**Post Test****Evaluation and Quality Control**

1. Explain the American Camping Association's accreditation process and the basic requirements for accreditation of a residential camp. If your camp serves handicapped people, the basic requirements given should reflect that.
2. List the four areas of ACA Standards and give at least three examples of standards in each area.
3. List at least three professional organizations which set standards related to camping practices.
4. Name at least five typical state, county or local agencies which may have jurisdiction over a camp operation, and identify the areas of operation related to each agency.
5. State advantages and disadvantages of federal regulation of camps.

Unit 3.4

6. List three organizations which can provide technical information and/or assistance in the design, construction and operation of specialized camping equipment for the handicapped.

7. State three values or advantages inherent in consistent ethical conduct of a camping operation.

8. List five practices in camping which have apparent ethical implications, and describe practices which would generally contribute to a high level of professional conduct in camping.

9. For each of the six units in this module, describe one or more methods of evaluation of that area of camp operations.

Turn to the back of this section to check your answers.

Post-Test Answers

Unit 3.1

Philosophy, Goals and Objectives Determine Camp Services

1. Agencies identified should be appropriate in service category, and estimates of population should be within reasonable judgments as determined by the instructor; the needs assessment should be relevant to the information gained, and should have some basis or rationale for the assessment made.
2. The statement of philosophy should express general values of the camping experience in the lives of all persons.
3. The goals and objectives should demonstrate a knowledge of the camping experience and of the developmental stages of this age child; goals and objectives should be realistic in terms of the camping experience. Measurement methods should be realistic and easily applied to the goals and objectives, and have a reasonably high degree of specificity.
4. The Comprehensive Plan must include all elements required by ACA; it must be clearly stated; it must pertain to the circumstances given in the example; and it must be appropriate and realistic for that example.
5. The accommodations design should be realistic in terms of the physical facilities available and the population to be served, and should be of a design that will foster achievement of the goals and objectives presented, and be an expression of the philosophy presented.

The degree of structure should relate equally to the philosophy, goals and objectives.

The general design of living and accommodations and the structure of freedom/choice and regimentation/structure should be consistent in their relevance to the philosophy, goals and objectives.

All activities, both formal and informal, must relate directly to the philosophy, goals and objectives presented.

It may be helpful to challenge the trainee to defend specific items in his plan in terms of their relevance and practicality.

A high level of professional judgment by the instructor will be required in rating this test.

Post Test Answers

Unit 3.2

Organizational Structure

The organizational chart should reflect all aspects of the appropriate operation, and should clearly show lines of authority and responsibility. Each job description should include appropriate descriptions of duties, qualifications and lines of responsibility, with working conditions outlined here if not in personnel policies. Personnel policies should speak to all appropriate aspects of employment conditions, and should be written in clear concise language.

Post Test Answers

Unit 3.3

Facility Design and Management

1. The critique should reflect a basic understanding of each of the design considerations listed, and should relate to the camps involved. The instructor must use a high degree of judgment to determine that the trainee can successfully perform the performance objectives of the unit.
2. The master site plan should relate directly to the philosophy, goals and objectives presented to the trainee; it should be realistic and applicable to the camper population presented; it should be reasonably economical and feasible to apply to the site presented; in total it should reflect a total understanding of the design considerations present in the unit.
3. Budgets should be set to include all usual lines of expense (salaries, benefits, taxes, fees, food, household, maintenance, insurance, office expense, transportation and travel, publications, professional expenses, etc.) and of income (gifts, earned income, allocations, grants, etc.). Amounts should be appropriate to the circumstances provided by the instructor, and realistic in their relevance to each other. If functional allocation is used, budget should reflect understanding of this concept.
4. Petty cash account must have procedures which provide for accurate recording, substantiation of expenditure, balancing procedures and replenishment methods. Complexity of the system should be appropriate to the circumstances provided by the instructor.
5. Bid sheet must include (a) information on the camp - location, name, person to be contacted, etc.; (b) adequate description of items to be bid; (c) clear specifications on items; (d) indications of quantities desired; (e) delivery requirements.

Unit 3.3

6. List should include all areas of camp operation (household, maintenance, food, program, medical office, transportation, etc.) and should be applicable to each. It should reflect the determination of a reasonable and appropriate "threshold" of cost of items to be included individually or in groupings. The threshold should be rationalized clearly by the trainee, and should be consistently applied from area to area.
7. Inventory form should be simple, direct, easy to read, with clear instructions for the users. It should be in a form that is quickly transferrable by the director to a master form or compilation.

Post Test Answers

Unit 3.4

Evaluation and Quality Control

1. The explanation should include the rudimentary steps for application for accreditation, identification of at least five of the fourteen prerequisite standards and should describe in general detail the camp visit process. It should identify at least three of the four areas of scoring involved.
2. Areas should include: Site, Program, Administration, and Personnel. Samples given should be found in the ACA Standards with Interpretations.
3. Organizations might include: American Camping Association, American Institute of Architects, American National Standards Institute, National Easter Seal Society, Boy Scouts of America, etc.
4. Agencies might include those concerned with: health, social services, family services, child care, rehabilitation, building codes, zoning, sanitation, soil and nature, conservation, land use, wildlife, education, medical practices, insurance, transportation, food service. Application of each agency's jurisdiction or concern should be appropriately related to an area of camp operation.
5. Statement should be clear, concise, balanced in presentation, with or without a clear position either way. It should reflect familiarity with the federal proposed Youth Camp Safety Act and similar measures.
6. List might include: American Institute of Architects, American National Standard Institute, American Red Cross, National Easter Seal Society, American Camping Association, Bureau for Outdoor Recreation, Bureau for Education of the Handicapped, etc.
7. Practices and values should reflect a familiarity with principles of ethics.
8. Practices listed should be appropriate to ethical considerations. The entire answer should reflect basic understanding of the principles of ethics as applied to camps.
9. Methods should relate to actual evaluation, and should apply to each of the units of instruction in the module.

Module 4

Maintaining Camp Facilities and Properties

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Module 4

Maintaining Camp Facilities and Properties

Flow Chart

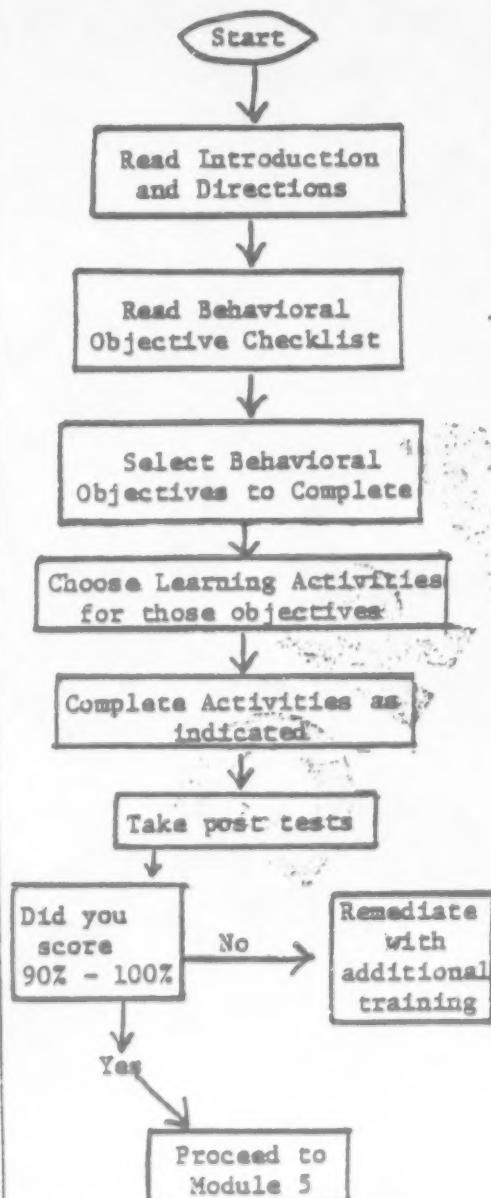


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Module 4

Maintaining Camp Facilities and Properties

Introduction

The physical facility and properties on which the camp is to operate are important to the success or failure of the entire camping program. The environment in which any recreational activity is conducted is an important factor. Due to the 24-hour nature of residential camping the physical facility and properties determine the comfort, safety and quality of the camping experience. In addition, individuals with physical disabilities must rely rather heavily upon properly maintained facilities for safe, effective functioning in camp. Responsibility for the maintenance of both the physical facility and properties lies with the camp director. This module is designed to provide the camp director with the knowledge and skills necessary to keep them properly maintained.

Directions

The directions for Module 4 are similar to those for all the camp director training modules. Remember to use the behavioral objectives checklist to evaluate your level of competence before beginning the learning activities.

Module 4

Maintaining Camp Facilities and Properties

Performance Objectives Checklist

The following list of behavioral objectives will help you evaluate yourself on the competencies required in Module 4. Check those objectives which you feel competent to perform. Then use the remaining objectives as the basis to choose the activities you will complete.

Unit 4.1 Overview of Maintenance

- ___ 1. Using your own words you should be able to give a brief definition of maintenance based on the readings.
- ___ 2. You should be able to list and describe four principles of maintenance.
- ___ 3. You should be able to describe the purpose of a program of preventative maintenance.
- ___ 4. You should be able to list and describe the six major components of a maintenance plan.

Unit 4.2 Inventory and Acquisition of Equipment

- ___ 5. You should be able to develop and implement an inventory and periodic inspection form.
- ___ 6. Given a completed inventory form you should be able to determine facility and equipment needs.
- ___ 7. Given a piece of equipment you should be able to list five questions which you would want to know prior to purchasing.
- ___ 8. Given three catalogs and a piece of equipment you should be able to explain which piece of equipment would fit your needs.
- ___ 9. You should be able to list the purchasing policies of your camp.

Unit 4.3 Maintenance Controls

- ___ 10. You should be able to list three things which should be included on a daily maintenance schedule.
- ___ 11. You should be able to list three things which should be completed seasonally in your yearly maintenance schedule.
- ___ 12. You should be able to develop and implement a yearly, weekly and daily maintenance schedule.
- ___ 13. You should be able to develop and complete a work order form.
- ___ 14. Given a list of five maintenance problems, you should be able to prioritize the problems.
- ___ 15. You should be able to develop a simple routing procedure for work order forms.

Unit 4.4 Maintaining Grounds, Facilities and Equipment

- ___ 16. You should be able to list three resources to contact for information on grounds maintenance.
- ___ 17. You should be able to list five concerns of grounds maintenance.
- ___ 18. Given a list of possible facility maintenance problems, you should be able to determine whether the maintenance required is yearly, daily or monthly.
- ___ 19. List five areas which would be of concern for facility maintenance.
- ___ 20. You should be able to list at least three organizations or resources to contact for accessibility information.
- ___ 21. You should be able to complete a mechanical equipment record.
- ___ 22. You should be able to develop and maintain a record of a Drivers Daily Report.
- ___ 23. Given a list of vehicle maintenance needs, you should be able to develop a schedule for periodic inspection.

Module 4

Maintaining Camp Facilities and Properties

Unit 4.1

Overview of Maintenance

Content Outline

- I. What is Maintenance
 - A. Principles of maintenance
 - B. Preventative maintenance
- II. Development of Maintenance Plans
 - A. Facility and equipment inventory
 - B. Maintenance task identification
 - C. Written job instructions
 - D. Nonroutine, nonrecurring maintenance
 - 1. Work order request forms
 - 2. Routing procedures
 - E. Assigning responsibility for maintenance jobs
 - F. Establishing a system for job planning, workload control and a well defined time schedule for daily, weekly and seasonal maintenance work

Trainee Information

There are four (4) objectives you must be able to do in this unit. They are divided into two groups. You must complete one activity for each group of objectives.

Unit 4.1**Performance Objective**

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Using your own words you should be able to give a brief definition of maintenance based on the readings.
2. You should be able to list and describe four principles of maintenance.
3. You should be able to describe the purpose of a program of preventative maintenance.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities

- 1a. From the book, Park and Recreation Maintenance Management by Sternloff and Warren, read Chapter 1, pp. 3-25. Make notes which will help you complete the behavioral objectives.

Group Activities

- 1b. Attend a lecture given by a person knowledgeable in the area of maintenance. Take notes which will help you complete the behavioral objectives.

Unit 4.1**Performance Objective**

4. You should be able to list and describe the six major components of a maintenance plan.

Learning Activities

Individualized Activities	Group Activities
2a. From the book, <u>Park and Recreation Maintenance Management</u> by Sternloff and Warren, read Chapter 2, pp. 31-55. Take notes to help you complete the behavioral objective.	2b. Attend a lecture on developing a maintenance plan. Take notes which will help you complete the behavioral objective.

Evaluation Criteria

Turn to the yellow section and complete the post-test.

Remedial Activities

Numerous readings are identified in the reference section of this module. Select those readings for the objectives for which you require additional information.

Unit 4.1**References**

Nathans, Alan A. Maintenance for Camps and Other Outdoor Recreation Facilities, Association Press: New York. 1968.

Sternloff, Robert E. and Roger Warren. Park and Recreation Maintenance Management, Holbrook Press, Inc. Boston, Mass. 1967.

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Module 4**Maintaining Camp Facilities and Properties****Unit 4.2****Inventory and Acquisition of Equipment****Content Outline**

- I. Inventory and Periodic Inspection
 - A. Developing inventory and periodic inspection form
 - B. Determining needs
- II. Selection and Acquisition of Equipment and Supplies
 - A. Considerations in selection
 - B. Criteria for purchasing
 - C. Policies for acquiring

Trainee Information

There are five (5) objectives you must be able to do in this unit. They are divided into three (3) groups. You should complete one activity for each group of objectives.

Unit 4.2

Performance Objective

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

3. You should be able to develop and implement an inventory and periodic inspection form.

Learning Activities

(This is what you need to do to complete the behavioral objective.)

Individualized Activities	Group Activities
1a. After looking at the sample inventory and periodic inspection form given in the worksheets, develop an inventory form which would be appropriate for your camp.	1b. In small groups discuss and develop the format for an inventory form.
After looking at the inventory form given in the worksheets, evaluate your present inventory form and revise if necessary.	1d. Using the inventory form given in the worksheets or developed in 1c, inventory your facility/ies or equipment designated by the trainer.
1b. Use the inventory form to inventory your camp.	

Unit 4.2

Performance Objectives

6. Given a completed inventory form you should be able to determine facility and equipment needs.
7. Given a piece of equipment you should be able to list five questions which you would want to know prior to purchasing.
8. Given three catalogs and a piece of equipment you should be able to explain which piece of equipment would fit your needs.

Learning Activities

Individualized Activities	Group Activities
2a. Using the completed inventory of your camp, determine facility and equipment needs. Compare this year's needs with last year's needs and purchase orders over the summer. Make any quantity adjustments necessary. 2b. Using the book <u>Park and Recreation Maintenance Management</u> by Sternaloff and Warren, read the section on equipment selection and acquisition found on pp. 178-181 and pp. 308-310. Based on your readings, develop questions to ask sales representatives when considering the purchase of a piece of equipment.	2a. In small groups using the completed inventory forms found in the worksheets, list equipment and facility needs based on camp size. Then reunite with other groups and compare and discuss your determined needs. 2f. In small groups discuss questions to ask yourself and a sales representative prior to purchasing the following equipment: 1.) mower 2.) walk-in refrigerator 3.) mattresses 4.) fogging machine 5.) filter system for pool 2g. Roleplay situations between a sales representative and camp director wanting to purchase certain pieces of equipment.

Unit 4.2 (continued)

Individualized Activities	Group Activities
2c. Write to various equipment suppliers and request a copy of their catalogue or collect ten new catalogues. 2d. Complete the comparative shopping form found in the worksheets.	2h. In small groups using different catalogues supplied by your trainer and the items listed in 3d, select the piece of equipment you think would be the best buy and state why.

Unit 4.2**Performance Objective**

9. You should be able to list the purchasing policies of your camp.

Learning Activities

Individualized Activities	Group Activities
3a. Discuss purchasing policies with the business manager of your agency. At what price must bids be taken? When must purchase orders be used? How much petty cash will be kept at camp? What are the policies and procedures for its use? etc. 3b. Contact three camps of comparative size regarding their purchasing. If they have these policies written down, ask them to send you a copy. Compare these with your own.	3c. In small groups compare and contrast purchasing policies of various camps. 3d. Attend a lecture by someone knowledgeable about purchasing policies.

Evaluation Criteria

Turn to the yellow section and complete the post-test.

Remedial Activity

From the list of references, select readings which will assist you in acquiring the information you need.

Unit 4.2**References**

Nathans, Alan A. Maintenance For Camps and Other Outdoor Recreation Facilities, Association Press: New York. 1968.

Sternloff, Robert E. and Roger Warren. Park and Recreation Maintenance Management, Holbrook Press, Inc. Boston, Mass. 1977.

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Module 4

Maintaining Camp Facilities and Properties

Unit 4.3

Maintenance Controls

Content Outline

I. Maintenance Schedules

- A. Daily
- B. Weekly
- C. Yearly

II. Maintenance Scheduling

- A. Work order form
- B. Prioritizing work
- C. Routing procedures

Trainee Information

There are six (6) objectives in this unit which are divided into two groups. You must complete one or more learning activities in order to complete the behavioral objectives.

Unit 4.3**Performance Objectives**

(The behavioral objectives tell you what you should be able to do do successfully complete the learning activities. Be sure to read them carefully.)

10. You should be able to list three things which should be included on a daily maintenance schedule.
11. You should be able to list three things which should be completed seasonly in your yearly maintenance schedule.
12. You should be able to develop and implement a yearly, weekly and daily maintenance schedule.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities	Group Activities
1a. In the book <u>Maintenance for Camps and Other Outdoor Recreation Facilities</u> by Nathan look at the sample yearly, weekly and daily maintenance schedules found on pp. 20-21 and 205-210. Discuss and develop with your maintenance supervisor your camp's maintenance schedules.	1b. In small groups compare the sample maintenance schedules provided by the trainer. 1c. In small groups using sample yearly maintenance schedules, develop a maintenance schedule for the rest of the year.

Unit 4.3**Performance Objectives**

13. You should be able to develop and complete a work order form.
14. Given a list of five maintenance problems, you should be able to prioritize the problems.
15. You should be able to develop a simple routing procedure for work order forms.

Learning Activities

Individualized Activities	Group Activities
2a. After looking at the sample work order form provided in the worksheet, develop one of your own that best suits your individual camp. 2b. After looking at the sample routing chart provided in the worksheet, develop a routing chart and written procedural instructions for your camp. 2c. Complete the maintenance problem sheet provided in the worksheets.	2d. In small groups complete the work order forms for the given situations found in the worksheets. Individually list the jobs to be accomplished in order of priority. Compare your list and justify your priorities with the group and the trainer.

Evaluation Criteria

Turn to the yellow section and complete the post-test. You must achieve 90 percent accuracy.

Unit 4.3**Remedial Activity**

1. From the reference list, select readings for the objectives for which you require additional information. Then with your trainer, discuss possible activities which would provide you with additional information.

References

Nathans, Alan A. Maintenance for Camps and Other Outdoor Recreation Facilities, Association Press: New York, 1968.

Sternloff, Robert E. and Roger Warren, Park and Recreation Maintenance Management, Heath Press, Inc., Boston, Mass. 1977.

Module 4**Maintaining Camp Facilities and Properties****Unit 4.4****Maintaining Grounds, Facilities and Equipment****Content Outline****I. Grounds**

- A. General grounds upkeep
- B. Parking lots, trails and roads
- C. Open space management
- D. Sanitation and trash removal

II. Facility**A. Buildings**

- 1. General maintenance
- 2. Insect and pest control
- 3. Accessibility

B. Swimming pools

- 1. General maintenance
- 2. Accessibility

III. Equipment

- A. Motorized equipment
- B. Vehicles

Trainee Information

There are eight (8) objectives in this unit which are divided into three groups. You must complete one or more learning activities in order to complete the behavioral objectives.

Unit 4.4**Performance Objectives**

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

16. You should be able to list three resources to contact for information on grounds maintenance.
17. You should be able to list five concerns of grounds maintenance.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities	Group Activities
1a. Develop a resource file related to grounds care. Contact the Soil Conservation Service, Department of Agriculture, Department of Natural Resources and County Extension Offices for information on soil, ground cover, trees and shrubs for your area. 1b. Contact your local sanitation department and persons or agencies concerned with sanitation and trash removal. Discuss with them cost and methods of removal. 1c. From the book, <u>Park and Recreation Maintenance Management</u> by Sternloff and Warren, read the sections on parking lots, trails and roads, pp. 253-260.	1d. Attend a lecture by someone knowledgeable in the area of grounds upkeep. Take notes. 1e. In small groups discuss any problems your camp is having in grounds maintenance. 1f. Attend a lecture by someone knowledgeable in the area of open space management. Take notes. 1g. Attend a lecture by someone knowledgeable in the area of sanitation and waste disposal. Take notes.

Unit 4.4**Performance Objectives**

18. Given a list of possible facility maintenance problems, you should be able to determine whether the maintenance required is yearly, daily or monthly.
19. List five areas which would be of concern for facility maintenance.
20. You should be able to list at least three organizations or resources to contact for accessibility information.

Learning Activities

Individualized Activities	Group Activities
2a. Develop a resource file related to accessibility standards for the handicapped. Contact the National Recreation and Parks Association, National Easter Seal Society for Crippled Children and Adults, Department of Health, Education and Welfare and the American Camping Association. A recommended resource to have is <u>Accessibility Standards</u>. Contact: Capital Development Board, third floor, William G. Stratton Building, 401 South Spring Street, Springfield, Illinois 62706 (no cost). 2b. Locate and review blueprints of your facilities and grounds. If you need help reading your blueprints, contact your local	2e. Attend a lecture given by someone knowledgeable in the area of swimming pool maintenance. 2f. Attend a lecture given by someone knowledgeable in the area of insect and pest control. 2g. While taking a tour of a camp, make a list of maintenance needs you notice. Discuss with your guide these needs.

Unit 4.4

Individualized Activities	Group Activities
building inspector or a contractor. 2c. Complete the emergency telephone list provided in the worksheets and post near your phone to insure all important phone numbers are nearby. 2d. From the book <u>Maintenance for Camps and Other Outdoor Facilities</u> by Nathans, read about facility maintenance from pp. 74-76 and 78-95.	
Evaluation Criteria Turn to the yellow section and complete the post test. You must achieve 90 percent accuracy. Remedial Activities A variety of readings are identified in the references section of this module. Select those readings for the objectives for which you require additional information.	

Unit 4.4**Performance Objectives**

21. You should be able to complete a mechanical equipment record.
22. You should be able to develop and maintain a record of a driver's daily report.
23. Given a list of vehicle maintenance needs, you should be able to develop a schedule for periodic inspection.

Learning Activities

Individualized Activities	Group Activities
3a. Contact a local garage or service station. Discuss with the mechanics preventative vehicle maintenance for your vehicles. 3b. In the book <u>Maintenance for Camps and Other Outdoor Recreation Facilities</u> by Nathans, read sections on equipment maintenance on pp. 53-54 and 69-72. 3c. Develop a filing system for warranties of all equipment. List closest service area in your file. 3d. Complete a mechanical equipment record for equipment and your camp. A sample form is found in the worksheets. 3e. Using the sample Drivers Daily Report, develop one for your camp's needs and begin to maintain records.	3f. Attend a lecture given by a qualified mechanic in the area of preventative vehicle maintenance. 3g. Visit a vehicle dealership, i.e. International Harvester, and discuss preventative maintenance needs of some of their vehicles.

Unit 4.4**References**

Barrier Free Environments, Inc., "Tooling Up for Accessibility"

Barrier Free Environments, Inc., P.O. Box 53446, Fayetteville, NC 28305 (slide set - 80 slides \$70, Instruction Manual with text \$10 and Cassette Tape with audible beep for manual sliding and 140 Hz signal for automatic operation \$15.

Nathans, Alan A. Maintenance for Camps and Other Outdoor Recreation Facilities, Association Press: New York. 1968.

Sternloff, Robert E. and Roger Warren. Parks and Recreation Maintenance Management, Holbrook Press, Inc., Boston, Mass. 1977.

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Worksheets

Unit 4.2

Equipment and Supply Inventory

Department, Cabin, or Area Blue Jay Date Completed April 1, 19-Person completing inventory Joe Smith Position Camp Director

Quantity	Description: Color Serial #, etc.	Condition: Good Fair, Poor	Stored/ Located
12	Beds - metal with springs	8 Good, 1 Poor 3 Fair	Blue Jay cabin
11	Mattress - Vinyl covered	7 Good, 2 Poor 2 Fair	Blue Jay cabin
2	Tables	Good	Blue Jay cabin
4	Chairs	3 Good, 1 Broken	Blue Jay cabin
3	Shower Chairs	2 Good, 1 Fair	Blue Jay cabin - Bath- room
10	Bookshelves - metal	Good	Blue Jay cabin
2	Brooms	Poor - need replacing	Blue Jay cabin
2	Benches	Good	Blue Jay cabin - Bath- room
3	Shower curtains	Fair	Blue Jay cabin - Bath- room
2	Trashcans	Good	Blue Jay cabin

Periodic Maintenance Inspection Checklist

Check if O.K.

Gutters	OT	Insect/rodent	
Ramps	OT	Chimney	
Roofing	OT	Fireplace	
Doors	OT	Paint	
Windows	OT	Water Fountain	
Screens	OT	Foundations	
Flooring		Walls - outside	
Lighting		Inside	
Electricity		Fire Protection	
Plumbing		Drainage around cabin	
Toilets			
Sinks			
Showers			

Unit 4.2

Equipment and Supply Inventory

Department, Cabin, or Area _____ Date Completed _____ Year _____

Person Completing Inventory _____ Position _____

Quantity	Description: Color Serial #, Etc.	Condition: Good Fair, Poor	Stored/ Located

Figure 12. Equipment and Supply Inventory

Suggested Equipment and Supply Needs

Quantity	Item Description	Possible Source	Approximate Cost

Figure 13.

A list of "Suggested Needs" could appear on the back side of the above Equipment and Inventory Supply Record.

Unit 4.2

Maintenance Inspection

Building Checklist

CAMP NAME _____

DATE _____

Persons Making Inspection: _____

Check as OK ☒ OR INDICATE ASSIGNED JCB CARD NUMBERNAME OF BUILDING
OR STRUCTURE

Foundations

Sills

Floors

Outside Walls

Inside Walls

Doors

Window

Screens

Roof

Steps

Chimney

Fireplace

Wiring

Plumbing

Fire Protection

Building

Gutters

Drainage Around Bldg.

Housekeeping

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Maintenance Inspection General Checklist

D-

CAMP NAME _____

DATE _____

CHECK AS OK ✓ OR INDICATE ASSIGNED JOB CARD NUMBER

1. UTILITIES	2. ROADS & PARKING	4. MAINTENANCE	6. LAND MGMT	7. PROG. AR.
WATER SYSTEM	SURFACE	TRUCKS	LAKES & PONDS	WATERFRONT
WELL CASING	DITCHES	TRACION	SILT CONTROL	PIERS
WELL COVER	DRAINAGE	TRACTOR EQUIP	AQUATIC WEEDS	FLOATS
SPRING PROTECTION	BRIDGES	TRAILERS	DAM	BOAT DOCK
INTAKE SCREEN	CULVERTS	POWER TOOLS	SPILLWAY	GUARD TOWER
PUMP (S)	SERVICE ROADS	HAND TOOLS	CONTROL GATE	BEACH
PUMP MOTOR(S)	GATES	SPARE PARTS	CONSERVATION	CONTROL FENCE
CHLORINATOR	BARRIERS	STANDBY EQUIP	EROSION CONTROL	CHECK BOARD
FILTER		FIRE EQUIP	WILDLIFE MANAGEMENT	BOATS
CONTROL SYSTEM		* FIRE EXT.	WILDLIFE MANAGEMENT	OARS
PIPE LINES		CAMP SIGNS	STREAM IMPROVEMENT	CANOEES
STORAGE TANK	INSPECTED BY:	VOLATILE LIQUIDS	FOREST MANAGEMENT	PADDLES
VALVES	DATE:	STORAGE	LANDSCAPING	SAILBOATS
WINTER DRAINS		BASIC RECORDS	TRAILS - FOOT	LIFE SAVING EQP
	3. FOOD HANDLING	* UTILITY MAPS	SOIL CONSERVATION	LIFE PRESERVERS
SANITATION	TOTE BASKETS	* MECHANICAL EQUIP	OBNOXIOUS PLANTS	FIELD SPORTS
SEWER LINES	ARRANGEMENT	* VEHICLE RECORDS	NATURE TRAILS	ARCHERY RANGE
SEPTIC TANKS	STOVES	INSPECTED BY:	CONSERVATION EQUIP	ACTION ARCHERY
SEEPAGE PITS	REFRIGERATION	DATE:		RIFLE RANGE
DISPOSAL FIELD	FREEZER	5. SWIMMING POOL	PUBLIC AREAS	.22 GAUGE RANGE
GARBAGE DISPOSAL	MIXER	FENCE	PICNIC AREA	RIFLES & GUNS
GARBAGE TRAP	Ovens	WALKS	BOUNDARY FENCE	FISHING GEAR
ELECTRICAL	DISHWASHER	POOL WALLS	LAWNIS	SCOUTCRAFT
POWER LINES	STERILIZATION	POOL FLOOR		ROPE
LINE CLEARANCE	SINKS	GUTTERS		AXES
TELEPHONE	TABLES & COUNTERS	DRAINAGE		BOW SAWS
TELEPHONE LINES	DISHES	DRESSING RMS		COMPASSES
LINE SUPPORTS	DISH STORAGE	SHOWERS		COOKING EQUIP
	UTENSILS	TRAILERS		CRAFT SUPPLIES
GAS & OIL	STORAGE SPACE	FILTERS		OUTPOST EQUIP
GAS LINES	VENTILATION	CHLORINE EQUIP		SHOVELS
STORAGE TANKS	LIGHTING	CLEANING EQUIP		
REGULATING EQUIP	GARBAGE			
INSPECTED BY:	INSPECTED BY:	INSPECTED BY:	INSPECTED BY:	INSPECTED BY:

Unit 4.2

Comparative Shopping Form

Equipment	Manufacturer	Model	Features	Cost
Mower	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Walk-In Refrigerator	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Mattresses	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Fogging Machine	_____	_____	_____	_____
	_____	_____	_____	_____
Pool Filter System	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Unit 4.3

Work Order Request

TO: _____ Request #: _____

FROM: _____ Date: _____

PLACE: _____

PROBLEM: _____

REPORTED BY: _____ DATE REPORTED: _____

DATE WORK ORDER REQUEST RECEIVED: _____

JOB ASSIGNED TO: _____ DATE WORK ORDER COMPLETED: _____

COMMENTS: _____

(return to Director, Bradford Woods upon job completion)

Work Order Request Log

[illegible]

Unit 4.3

Maintenance Problems

For each situation given, fill out a work order form. Arrange and number the work order forms according to priority.

1. Tom S., cabin counselor for "B" cabin, reports that one of his campers, Ben W. has a wobbling right wheel on his wheelchair. It is becoming extremely difficult for Ben to get to his assigned activities.
2. Carol, the cook, is in a frenzy because the dishwasher unit won't work and this morning's breakfast dishes are not done.
3. Suzie B., cabin counselor for unit E, reports the second bunk on the right side is broken and needs to be repaired so Janie can sleep in her bed tonight.
4. John, the aquatic specialist, on his morning inspection noticed a crack in the cement near the ramp entrance to the pool.
5. Lisa L. reports the lights over the bathroom sinks are burnt out in cabin A.
6. Stan, the maintenance supervisor, in looking at his schedule, notices today is the day for your tractor to be inspected and tuned up.

Unit 4.3

Routing Sheet



Unit 4.4

Emergency Telephone Checklist

	Number	Name, if applicable
Police	_____	_____
Fire	_____	_____
Ambulance	_____	_____
Doctor	_____	_____
Hospital	_____	_____
Food Supplier	_____	_____
Dairy	_____	_____
Meat	_____	_____
Can Goods	_____	_____
Fresh Produce	_____	_____
Bakery	_____	_____
Paper Supplies	_____	_____
Pest Control	_____	_____
Electrician	_____	_____
Plumber	_____	_____
Swimming pool repair	_____	_____
Refrigeration repair	_____	_____
Garage/Tow Service	_____	_____
Insurance Agent	_____	_____
Lawyer	_____	_____
Telephone Company	_____	_____
Water Company	_____	_____
Electric Company	_____	_____

Unit 4.4

CAMP ALLEN

Mechanical Equipment Record

Type Equipment _____ Location _____
 Manufacturer _____
 Model # _____ Serial # _____
 Design Data - Capacity _____
 Horsepower _____ Volts _____ Amps _____ Other _____
 Purchased From _____
 Installed By _____ Original Cost _____
 For Parts and Service Contact _____
 Guarantee Good Until _____ Estimate Useful Life _____
 Other Data _____

Maintenance Schedule

1. _____
2. _____
3. _____
4. _____

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Unit 4.4

CAMP ALLEN, INC.

Driver's Daily Report

DATE _____

Complete and turn in after each trip

Vehicle _____ Mileage _____

Gas _____ Gals. Oil _____ Qts. Other _____

CHECK LIST

_____ Fire Extinguisher	_____ Water	_____ Windshield Wipers
_____ Reflectors or Flares	_____ Battery	_____ Horn
_____ First Aid Kit	_____ Lights	_____ Hand Brake
_____ Wheel Shocks	_____ Brakes	_____ Exhaust System
_____ Oil	_____ Tires	_____ St. _____

Remarks - unsatisfactory items _____

Incident Report - On-road Failure _____

Module 5

Internal and External Communication of Camp Operations



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Module 5 Camp Communications and Public Relations

Flow Chart	Table of Contents
Steps to Follow to Complete Each Unit <pre> graph TD Start([Start]) --> ReadIntro[Read Introduction and Directions] ReadIntro --> ReadList[Read list of Behavioral Objectives] ReadList --> SelectObj[Select Behavioral Objectives to Complete] SelectObj --> ChooseAct[Choose Learning Activities] ChooseAct --> CompleteAct[Complete activities as indicated] CompleteAct --> TakeTests[Take post-tests] TakeTests --> Score{Did you Score 90%-100%} Score -- No --> Remediate[Remediate with additional training] Remediate --> TakeTests Score -- Yes --> Congratulations[Contratulations! Proceed to Module 6] </pre>	<u>Page</u> Introduction and Directions . . .339 Performance Objectives 341 Unit 5.1 Responsibilities of the Camp Director Content Outline 345 Performance Objective 1 346 Performance Objective 2 348 Performance Objective 3 349 References 350 Reading: <u>You Are the Public in Public Social Policy</u> 353 Unit 5.2 Boards and Committees Content Outline 355 Performance Objectives 4, 5, 6 .356 Performance Objectives 7, 8, 9 .358 Performance Objectives 10, 11 .359 References 361 Readings: <u>Let's Do It Right!</u> 365 <u>So You're On A Committee</u> . . .367 Unit 5.3 Meetings Content Outline 375 Performance Objective 12 . . .376 Performance Objectives 13, 14, 15 .377 References 379 Unit 5.4 Public Relations Content Outline 381 Performance Objective 16 . . .382 Performance Objectives 17, 18 .383 References 385 Unit 5.5 Fund Raising Content Outline 387 Performance Objectives 19, 20 .388 Performance Objectives 21, 22 .389 References 391 continued

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Introduction

Internal and external communication of camp operations is an important aspect of the camp director's job. The coordination of camp operations with the sponsoring agency's goals and objectives must be communicated to that agency through board and staff meetings. In turn, the sponsoring agency's policy must be communicated to all camp personnel through the camp director. The camp director should develop and maintain communication with the outside community to help establish goodwill and the community support that is necessary for a successful camp. Module 5 provides the trainee with the knowledge and skills necessary to develop and maintain effective internal and external communication.

Directions

The directions for Module 5 are similar to the directions for the other modules Project REACH has developed. Remember to use the list of behavioral objectives to evaluate your entering competencies. This module will provide the novice camp director with the opportunity to develop plans for camp communication. It includes major sections on the responsibilities of the camp director toward effective communication, the role of boards and committees in communication, principles of building communication systems, good methods and procedures and conducting meetings, varied methods of creating effective public relations, and methods and sources of funding. Even the experienced camp director may find new techniques to improve his present systems of communications.

Module 5 Camp Communications and Public Relations

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module 5. Check each behavioral objective you feel competent to perform. Then use remaining behavioral objectives to select the activities in which you should participate to complete this module.

Unit 5.1 Responsibilities of the Camp Director

- _____ 1. "... the first executive function is to develop and maintain a system of communication" (p. 226 Barnard, The Function of the Executive). You should be able to discuss the responsibilities of the camp director which are essential in developing and maintaining a system of internal and external communication.
- _____ 2. You should be able to list ways in which the camp director facilitates staff communication and helps them implement goals and objectives.
- _____ 3. You should be able to describe the responsibility of the director to carry out board policy and establish and implement goals and objectives.

Unit 5.2 Boards and Committees

- _____ 4. To relate to and function effectively as an executive of an organization, you should be able to describe the authority, role, and general function of a board of directors.
- _____ 5. Since there are differences in the roles of boards in different organizations, it is essential that you be able to explain the role of the board and its specific responsibilities in your sponsoring agency.
- _____ 6. When a vacancy occurs on the board of your organization, you may be asked to suggest the name of a new board member, and to recruit that person. You must be able to describe the make up of the board, its membership, composition, organization and length of service.
- _____ 7. You should be able to list the differences in the responsibilities of the board of directors and the camp committee.

- _____ 8. Some organizations have many committees, sub-committees and task groups. You should be able to list the difference between standing committees and task committees or task groups.
- _____ 9. In order to use the lines of communication in any organization it is essential to be able to explain the varying relationships between boards, committees and executives.
- _____ 10. You should be able to list ways in which you can relate to your board and/or committee and to the community.
- _____ 11. As a competent director, you should help your staff to identify with the sponsoring organization and to define relationships with the board and/or committee.

Unit 5.3

Meetings

- _____ 12. You must be able to effectively understand and use good leadership techniques to facilitate internal communication at meetings.
- _____ 13. You should be able to describe the group work process as a basis of communication.
- _____ 14. You should be able to use a variety of techniques for increasing group participation and accomplishing the purpose of meetings.
- _____ 15. You should be able to appropriately use procedures which facilitate the business of meetings.

Unit 5.4

Public Relations

- _____ 16. You should be able to list the goals and objectives of your organization and develop methods to interpret them to board or committee members, staff and the community.
- _____ 17. You should be able to list four basic principles and purposes of public relations.
- _____ 18. You should be able to describe and use five types of media.

Unit 5.5**Fund Raising**

- _____ 19. Before you become involved in fund raising efforts, you must be able to list the problems and pressure of fund raising today.
- _____ 20. You should be able to describe the goals and effects of suggested and existing regulations on fund raising.
- _____ 21. You should be able to list five basic principles of fund raising.
- _____ 22. You should be able to list five resources of government funding foundations and how to approach these resources.

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Module 5**Camp Communications and Public Relations****Unit 5.1****Responsibilities of the Camp Director****Content Outline**

- I. Communication
 - A. Planning
 - B. Organizing and Maintaining Convention
 - C. Coordinating
 - D. Evaluating
- II. Personnel - Represent technology required for transmitting communication
 - A. Recruitment
 - B. Job assignments and definition
 - C. Organizing
 - D. Training
 - E. Evaluation
- III. To Establish and Implement Goals and Objectives

Trainee Information

In this unit there are three (3) objectives which you must accurately complete. It is suggested that you complete three activities, one for each of the objectives.

Unit 5.1**Performance Objective**

(The Behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. "...the first executive function is to develop and maintain a system of communication" (p. 226 Barnard, The Function of the Executive). You should be able to discuss the responsibilities of the camp director which are essential in developing and maintaining a system of internal and external communication.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities**Group Activities**

- 1a. Read Chapter XV, "The Executive Functions" in The Functions of the Executive, pp. 215-234, Chapters 1-5 in Leadership and Dynamic Group Action pp. 11-77 and "Planning Together", in Camp Leadership Focus pp. 1-36.

Using the information in the readings, imagine you are the camp director. You were employed in February to direct a camp serving 30 children which will open in mid June. Plan your work from March to June determining what tasks may be delegated and to whom.

- 1b. In The Time Trap read Chapter 2 "Managing Yourself" and Chapter 3 "Planning Your Work" pp. 15-60. Turn to pages 26-27 and do the "Daily Time Analysis" for today and tomorrow. Answer the questions on page 27.

- 1d. Participate in a lecture/discussion based on the material presented in the suggested readings. Then break into small groups and plan your work from March to June as outlined in Activity 1a.

- 1e. Participate in a lecture/discussion designed to help you identify six issues which you would test with your staff during pre-camp training. Brainstorm ways to resolve these issues.

Unit 5.1

Individualized Activities

Group Activities

- 1c. In Camp Leadership Focus read "Planning Together." Now read "Conceptualizing the Camp's Philosophy," pp. 181-190. Develop six issues of your camp and test them with your staff during a pre-camp planning session. How has this helped to resolve the issues?

Note: A detailed outline of this unit is available to assist a speaker/discussion leader to complete and present the material needed to meet the behavioral objectives.

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Unit 5.1**Performance Objective**

2. You should be able to list ways in which the camp director facilitates staff communication and helps them implement goals and objectives.

Learning Activities

Individualized Activities	Group Activities
2a. Develop a questionnaire to be sent to staff members to determine what they feel are important areas to cover in pre-camp training. Use open-ended questions to determine what are the training needs and what should be included in the camp program. Using a follow-up questionnaire, have the same staff or next year's staff rank order the suggested areas or programs. 2b. One of the most critical aspects of internal and external communication is staff training. Plan a day pre-camp orientation. Outline how staff will translate the overall goals of your organization into objectives and program activities. 2c. Choose a sponsoring organization and a camp operated by that organization. As director of that camp, list the particular qualifications and characteristics important to good staff communication.	2d. Divide into small groups and generate a list of possible topics for activities for pre-camp training. How would you involve staff in making these decisions? 2e. You have employed a program director for the summer camp season. It is agreed the program director will prepare a tentative program outline prior to a staff planning meeting one month hence. Break into small groups and discuss. How will you give guidance to your new program director?

Unit 5.1

Performance Objective

3. You should be able to describe the responsibility of the director to carry out board policy and establish and implement goals and objectives.

Learning Activities

Individualized Activities

- 3a. List the goals and objectives of your camp. Determine how these goals and objectives will be implemented in your camp.
- 3b. As camp director, you would like to employ a well-qualified crafts director. However, during your initial interview you discover basic philosophic incompatibility. What will you do and why? Read The Functions of the Executive - Chapter XV, pp. 215-231.
- 3c. Interview three board members in the light of readings which you have done, try to determine whether the lines of communication between board, director and staff are clear and open.

Group Activities

- 3d. You are having a meeting with the program specialists for your camp. How will you help them to translate your camp's goals and objectives into program activities?
- 3e. Role play situations in which you as the camp director are discussing philosophy differences with various camp staff members or your board members. How could you effectively resolve these differences and still maintain communication?

Evaluation Criteria

Turn to the yellow section and complete the post-test.

Remedial Activities

Choose readings from the list of resources. Review last years' camp brief. Evaluate the camp director's role (yours or that of your predecessor) for the way in which goals and objectives were communicated as reflected in the brief.

Unit 5.1

Responsibilities of the Camp Director

References

- Barnard, Chester I. The Functions of the Executive. Harvard University Press. Cambridge, Mass. 1966. pp. 215-234.
- Beal, George M., Joe M. Bohlen, J. Neil Raudabaugh. Leadership and Dynamic Group Action. The Iowa State University Press. Ames Iowa. 1962, pp. 11-77.
- Galloway, Robert H. The Executive Director's Responsibility As a Business Manager in a Health and Welfare Agency. Reprinted 1974. National Council of YMCA's Program and Management Printed Resources, 291 Broadway, New York, New York 10007 (\$1.50)
- Kinnamon, Ron and Armin Luehrs. Camp Leadership. CAMPAC. 12138 Landlock Drive, Dallas, Texas 75218 pp. 181-190.
- Mackenzie, R. Alec. The Time Trap. McGraw-Hill Paperbacks, N.Y. 1975. pp. 15-60.
- Newman, William H., Charles E. Sumner, and Warren E. Kirby. The Process of Management. Prentice Hall, Inc. Englewood Cliffs, N.J. Third edition, 1972.



Readings

Unit 5.1

You Are the "Public" in Public Social Policy

What is Public Social Policy

In the broadest sense, it is the set of principles by which we protect and ensure the rights, interests and needs of all our people...more specifically, it is the manner in which our laws, regulations, and programs implement these basic principles. A principle is not policy until it's put into practice!

Who Makes Policy

All three branches of government make policy through the way laws are written, the way government is administered, and the way justice is meted out...but you, the public, also help to make policy both by speaking out in the electoral process and by using the opportunities available to make your concerns and interests known to the decision makers.

Is the Public's Voice Really Heard

Yes! It may be popular to sit back and bemoan the lack of influence of a single voice, but experience shows the strength in numbers... the most dramatic example is the imaginative and innovative social legislation, Title XX of the Social Security Act, which was a direct response to the thousands of letters of protest over old programs.

Who is Affected by Public Social Policy

Every man, woman and child is touched by public social policy every day from issues as mundane as the frequency of garbage collection to those as critical as protection of religious freedom...as members of the human services community, every social service agency is touched by public social policy both as a provider of those services which make policy a reality and as a spokesman for those in need who cannot speak for themselves.

How Can the Public Influence Policy-Making?

It is important to have an input into the legislative process, but getting a law on the books is only the first hurdle...the public should also watch the implementation of policy into practice to see how the budget is made, where the money is spent, what

Unit 5.1

regulations are imposed, and whether the policy is enforced. There is a role for the citizen in each step of the process.

How Can You Put the "Public" Back Into Public Social Policy?

First, gather your information:

- Find out who your representatives are on the city, state, and federal levels
- Identify the representatives for the district where your agency is located; make them aware of your program, interests and needs; ask them to keep you informed
- Put yourself on the mailing lists of those government agencies which administer your sphere of activities

Next, put words into action:

- Talk to your legislators when problems arise which you would like them to address
- Respond to requests for public comment, drawing on your own experience and those of your agency and clients
- When you hear about something which concerns you, don't just write the newspaper - write the lawmaker
- Most important, remember...

YOU are the "public" in Public Social Policy!

Module 5 Camp Communications and Public Relations

Unit 5.2 Boards and Committees

Content Outline

II. Boards and Committees

A. Board of Directors

1. authority
2. role
3. general function
4. specific responsibilities
5. membership
 - a. number determined by-laws
 - b. composition
 - c. tenure
 - (1) term
 - (2) purpose
 - d. organization

B. Camp Committee

1. origin, different possibilities
2. role
3. responsibilities
4. membership

C. Other Committees, sub-committees and task groups

1. examples
2. purpose and duration

D. Relationships

1. general principles basic to good relationships
2. relationship between Camp Committee and Board
3. relationship between Camp Director and Board
4. relationship between Camp Director and Camp Committee
5. relationship between Camp Director and Staff concerning committees and boards (also see Module 9)
6. relationships of Board, Committee, Director to Community

Trainee Information

There are eight (8) behavioral objectives for you to complete in this unit. They are divided into three groups. You must complete one activity for each group of objectives.

Unit 5.2**Performance Objectives**

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

4. To relate to and function effectively as an executive of an organization, you should be able to describe the authority, role, and general function of a board of directors.
5. Since there are differences in the roles of boards in different organizations, it is essential that you be able to explain the role of the board and its specific responsibilities in your sponsoring agency.
6. When a vacancy occurs on the board of your organization, you may be asked to suggest the name of a new board member, and to recruit that person. You must be able to describe the make up of the board, its membership, composition, organization and length of service.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities	Group Activities
1a. Read <u>Administration of the Modern Camp</u> pp. 59-65 and/or <u>Camp Administration</u> pp. 50-57 and using the outline provided, develop guidelines for a model board for a model agency for which the board acts either in an <u>advisory</u> role or in a <u>governing</u> capacity. 1b. Request the privilege of reviewing the constitution and by-laws of the board for your agency. Examine the frequency of meetings and actions taken. Determine whether the board is acting in accord with its stated functions. Find out how long each board member has been serving, and if possible, determine the kinds of contributions	1d. Develop a 3-5 minute promotion tape-recorded speech to introduce yourself and your proposed camp program to the board. Ask several colleagues to evaluate the tape and give you suggestions for improvement. 1e. Discuss with a group of camp directors their relationship to their governing boards and the role of that board. Make a list determining the similarities and differences between boards.

Unit 5.2**Individualized Activities****Group Activities**

made by the members.
Evaluate the vitality
and creativity of the
board.

- 1c. Develop a list of
questions concerning major
camp issues and conduct a
telephone survey to determine
the opinions of your camp
board.

Note: A detailed outline of this unit is available to assist the
discussion leader in covering all the content material.

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Unit 5.2

Performance Objectives

7. You should be able to list the differences in the responsibilities of the board of directors and the camp committee.
8. Some organizations have many committees, sub-committees and task groups. You should be able to list the difference between standing committees and task committees or task groups.
9. In order to use the lines of communication in any organization it is essential to be able to explain the varying relationships between boards, committees and executives.

Learning Activities

Individualized Activities

- 2a. Prepare a transparency, chart or visual aid which compares the responsibilities of the board of directors and the camp committee.
- 2b. Make up a listing of the members of your board and/or camp committee. Include: name, age, sex, vocation or profession, economic background, geographic origin. Determine whether there is a representative balance of any obvious discrepancies.

Group Activities

- 2c. Read Chapter 6 "The Internal Dynamics of Groups" in Leadership and Dynamic Group Action. Answer the questions on p. 115 entitled "What About Your Group" and on pp. 120-121.
- 2d. Interview a member of a local board (board of education, Church board, etc.) and discover the difference between the board of directors, standing committees and task groups.

Unit 5.2**Performance Objectives**

10. You should be able to list ways in which you can relate to your board and/or committee and to the community.
11. As a competent director, you should help your staff to identify with the sponsoring organization and to define relationships with the board and/or camp committee.

Learning Activities**Individualized Activities**

- 3a. In Administration of the Modern Camp read pp. 66-71 and in Camp Administration read pp. 76-81 and define the basic principles governing camp director - board - committee - staff - community relationships.
- 3b. After studying the outline and/or reviewing the visual aid developed in Learning Activity 2a showing the responsibilities of the board of directors, committee, director and staff, draw an additional chart showing the lines of communication and relationships between job functions.

Group Activities

- Brainstorm with several other camp directors. Together develop a list of principles and methods governing good camp director - board - committee - staff - community relationships.
- 3d. Poll selected additional camp directors to find out what successful techniques they have used.

Evaluation Criteria

Turn to the yellow section and complete the post-test.

Remedial Activities

1. Meet as an observer with a board of directors known to you. This will require securing this privilege from the president of the board or the employed executive for some organizations; for others, such as town boards, there are public announcements and open invitations.

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2. When you attend the above meeting, a listing of the board membership should be available. Analyze the composition of the board to determine its balance and representativeness as these relate to its goals and objectives.

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Unit 5.2

Boards and Committees

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Readings



AMERICAN CAMPING ASSOCIATION, INC.

Unit 5.2

BOARD OF DIRECTORS

Rules of Procedure

Let's Do It Right!

"The Duties of the Board of Directors shall be to determine the policies and to be responsible for the Administration of the Association."

The Board meeting should be formal enough to properly conduct the business of the association, yet informal enough to create a relaxed atmosphere of interest, involvement and cooperation.

Board constituency changes with almost every meeting, thus the minutes serve as the only official record. Memory is frequently hazy and the passage of time may distort the real intent of the board. To help the secretary record accurate and explicit minutes, will you please:

1. Write out your motion in advance, if possible. If not, state your motion, then write it out and pass it to the secretary. (exception: Procedural motions)
2. Word your motion according to intent. Move:
 - A. To Act. (Example: (1) Move that the consolidated standards be made available to sections without cost. (2) Move that the XXX committee be reduced XXX dollars to balance the budget.)
 - B. To Table. For action to be brought up later, after subsequent reports. (Not debatable.)
 - C. To postpone definitely. To postpone to a specific time. (which must be included in motion). If passed, motion automatically becomes part of agenda for meeting specified. (Debatable.)
 - D. To postpone indefinitely. (Debatable.) Motion cannot be brought up again except by a motion to reconsider.
 - E. To Reconsider. For correcting errors due to hasty action and for postponed motions. (Debatable.)

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- F. To Refer (or to commit or recommit). For consideration needing further study. (Debatable only as to the advisability of referring, and to whom.)
 - G. To Rescind. To void action already taken (Debatable).
 - H. To Accept (Approve or Adopt). Makes the Board responsible. Motions to adopt usually refer to recommendations.
 - I. To Endorse (Ratify or Reaffirm). To approve and make valid previous action taken by the executive committee, executive staff, standing committees or board members.
 - J. The Previous Question. To stop debate. Non-debatable and vote is taken immediately. This is NOT a vote on the main motion, but on the motion to stop debate.
 - K. To Divide. Permit the motion to be considered in separate parts. (Not Debatable.)
 - L. To Substitute. A different motion (or wording of the motion) ON THE TOPIC BEING DISCUSSED. Not DEBATABLE.
3. Make no motion for disposal when reports or recommendations are presented that are statements of fact and/or opinion AND NO ACTION IS NEEDED.

The parliamentarian is responsible for correct procedures and will advise the chair if acceptable procedures are not followed.

What Do You Want to Do?

Then Move

Introduce business
 Defer a matter or kill it
 Defer action or suppress a question

 Let a few work on the matter
 Stop debate
 Something contrary to by-laws
 Consider a motion for a second time

The main question
 To postpone indefinitely
 To postpone definitely or to table

 To commit or refer
 The previous question
 To suspend the rules
 To take from table or to reconsider

Unit 5.2

So You're On A Committee

Types of Committees

In the organization of associations and professional societies there are usually two types of committees: Standing and Special.

Standing committees are those which are provided for in the Constitution or Bylaws of the organizations. They perform the normal functions necessary for the operation of the association or professional society. Examples are: Membership Committee, Finance or Budget Committee, Nominating Committee and Executive Committee.

Special or ad hoc committees perform an entirely different function. As a general rule, their appointment stems from a new or current problem. They are formed to consider or handle a single subject for only its limited duration. The committee may operate for only a few days or over a considerable period according to the problem. The planning and operation of each type committee is similar in many respects but considerably different in others.

Because the special committee is usually faced with finding the solution or consideration of a single problem, it requires more preparation and study prior to the meeting than is usually required by a standing committee.

An example of the difference between two types of committees might be as follows: The Finance or Budget Committee functions consistently each year and directs its attentions to the normal fiscal requirements of the organization. A special committee might be formed for the purpose of establishing long range plans or goals for the association or professional society and would function only as long as needed to accomplish their planning task.

As the defining of goals, establishing of policies and setting down proposals necessary to long range planning involves consideration of all aspects of the organization's operations, the job is not totally appropriate for any one standing committee to undertake. For a standing committee, such as finance to assume the job would deter from its own important task and perhaps not encompass a broad enough viewpoint. Therefore, the job is better done by a committee of knowledgeable, concerned members that can consider the problem, set up a plan or course of action and then be dissolved after the job is accomplished.

Both types of committees are important and necessary in their own right.

Unit 5.2

Planning the Committee Meeting

Too many committee chairmen seem to think that any kind of a room is perfectly satisfactory for a meeting. Such items as acoustics, seating, ventilation, lighting, telephones and accessibility usually occur to them after a meeting has been unsuccessful due to inattention to these details. Here are a few simple rules to follow in selecting the meeting room. Follow them and you'll find a good part of your job completed and a strong possibility of having a successful session.

1. Select a meeting site easily accessible to those attending. Each member will be giving of their time to attend the meeting and whatever you can do to make it less difficult will insure greater attendance.
2. Avoid distractions. Interrupt your meeting with distracting noises or an interesting view out of the window and you'll have all the competition you can handle in trying to keep the group's attention.
3. Remember ventilation. A hot smoke-filled room or a room with no heat or over-active air conditioning can be unpleasant and not conducive to even tempers and concentration.
4. See that the room is well-lighted.
5. The ideal room is slightly longer than wide and should not have major obstructions such as columns or huge chandeliers. Its size should be sufficient to comfortably accommodate the group but not so large as to swallow them in a vast space.
6. Make sure that the room is completely set up beforehand. This includes insuring that ample chairs, pads, pencils, and water are available. While it is mandatory to have a sufficient amount of places for everyone present, it is also important not to have many extra places which makes the committees seem lost in the room.
7. Don't forget to consult with your association executive. He is quite familiar with the task of selecting a meeting site and arranging meetings. You might even wish to have him or his staff make the necessary arrangements. If this is not feasible, then at least inform him of your plans. Now that your meeting site has been selected and prepared, the next item is to plan your meeting. An unorganized and ineffective meeting will be the only result if you don't. It is at this planning point that Special and Standing Committee work is divergent.

Unit 5.2

Planning for the Special Committee

You can't have a successful meeting without proper individuals on your committee. As Chairman, you will probably be requested to select your committee members. Your association executive can help you tremendously with this task by pointing out individuals who will fit into your particular committee and have some knowledge of the subject you are to consider. By all means, seek his help and put the people on your committee who have sufficient experience and working knowledge to aid you in performing the task assigned your committee. If your committee is composed entirely of individuals unfamiliar with the subject, the entire burden of directing and leading your group will fall directly on your shoulders.

In planning your meeting, make sure an agenda is issued well in advance plainly stating the time and place. Follow this with a carefully drawn up list of subjects to be discussed with as much background data as possible. You will also find it helpful to have someone present who is familiar with the various subjects to contribute to the discussion.

For example, if your association or professional society is considering the establishment of a university fellowship, get someone to appear at your committee meeting who has some experience in this area. You might even wish to draw upon experts from outside your organization. After the presentation by each individual has been made and the entire committee is familiar with the various phases of the subject, then open the meeting for discussion. To call a meeting without an agenda and open the subject for discussion among a number of individuals completely unfamiliar with it is a total waste of time and you will probably end up with no satisfactory solution to the problem.

Again your association executive can help you in drawing up an agenda that will direct the efforts of your committee to a successful conclusion.

Planning the Standing Committee

The planning of a standing committee meeting isn't quite so involved a process as planning the Special Committee Meeting. Usually subjects are being considered that occur from year to year. Although your subjects may be routine, it is necessary to do some research prior to a committee meeting to determine precisely what you are to consider and what must be accomplished. For standing committees it is also important to have available the minutes and work files of previous meetings. Above all don't attempt to call a committee meeting of any type unless you have an agenda or outline. Issue this to the members sometime before the meeting. Then they will be familiar with the subjects and details that are to be discussed and can offer suggestions regarding others that

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should be considered. The agenda can't be overstressed for any meeting. For attempting to hold one without such a guide is like starting for a destination without any knowledge of how you are to reach it. In either case you are likely to land almost anywhere except where you intended to go.

Guidelines for Committee Chairman

During your term as Chairman of a committee, the most constant help will come from your association executive and his staff. Many of your plans can, and should, be made in conjunction with the headquarters office. To a great extent your ability to work with them will largely govern your success as a committee chairman and leader in your association.

The chief paid executive of your organization is thoroughly familiar with all its operations. As a committee chairman, you might want to seek his assistance in selecting committee members, setting objectives and reviewing the work and communications with your committee. By keeping him and the association staff informed and completely familiar with your committee's activities and progress, he will be able to advise you on procedures and problems and can point out possible pitfalls.

It is always a good idea to channel all communications through the association's headquarters. You may even want to let the association staff handle and dispense all communications to your committee members.

Your success as chairman of the committee will largely depend upon your ability to preside and guide the meetings of your committee to a definite conclusion. The following general rules should provide some helpful guidelines.

1. Always start the meeting on time and with a definite agenda. The whole purpose of an agenda is to save time and keep the meeting on course, don't waste time by digressing from it without good and sufficient reason.
2. Keep the meeting moving; interest lags when action lags. Get as much participation as you can. Keep responses short; get to the point.
3. Speak clearly. If you can't be heard, you can't exercise control. If you have a low speaking voice, rap for silence before you speak.
4. Insist on order. When general simultaneous discussions ensue, no one can be heard and nothing can be accomplished.

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5. Talk to the group not individuals, side conversations are rude; disrupt a meeting and accomplish nothing.
6. Make sure each individual who takes the floor talks clearly and audibly, interrupt if you must and have him repeat what he has said if you have the least suspicion that some may not have heard him.
7. Sum up what the speaker has said and obtain a decision.
8. Stop aimless discussion by recommending further study.
9. Retain control, but don't stifle free comment. Invite constructive criticism and even disagreement. Ask for support. Clarify issues by obtaining a consensus then move on.
10. Don't argue with the individual who has the floor. Ask questions if you disagree, but remember as the presiding officer you are to be neutral.
11. If you have a comment, ask for the floor as a participant.
12. Make sure adequate minutes are kept of each meeting and subsequently distributed to all committee members.
13. Check at the end of the meeting to see if members feel that particular subjects have been properly covered.

Guidelines for the Committee Members

Your committee chairman is faced with a demanding job and has the responsibility of presiding at your meetings and guiding them in such a way that a definite decision is reached and positive action is taken that is beneficial to your association.

As a member of a committee, your job is important and you can assist in making the meeting as successful as possible by observing the following suggestions:

1. When an agenda is issued prior to the meeting, study it carefully. If there is any item on it you don't completely understand, then contact the committee chairman or association executive and ask him to brief you.
2. During the meeting, stick to the agenda. Offering subjects for discussion not appearing on it impedes the meeting. Wait until the chairman asks for discussion of subjects not appearing on the agenda.

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3. Learn the exact purpose of the meeting and determine in advance how you are going to contribute.
4. Keep your responses short and to the point. You're not there to deliver an oration.
5. When you speak, do it clearly in a voice everyone can hear. Make certain everyone is listening...you can't offer your remarks against a half-dozen side conversations.
6. Side conversations are poor taste; slow the meeting. You are there to speak before a group. Whispers are distracting and should be avoided.
7. When speaking, talk to the entire group, not just the party across the table.
8. If you think some of your remarks escaped the others, repeat them.
9. If your remarks are lengthy or involved, sum them up at the end of your discussion. Somebody may have forgotten your objective before you've finished.
10. Aimless discussions may arise on subjects that require study or research. Stop them with a motion that a group be appointed to study the subject. This is one of the best ways of keeping a meeting on target and adjourning on time.
11. Don't hesitate to comment, criticize constructively or disagree. Know your subject and ask for support from members who believe as you do.
12. If you disagree with the speaker, ask questions at the proper time. Make him completely clarify his remarks, pinpoint them in a direct summation everyone can understand.
13. If you have a comment, ask for the floor rather than joining in aimless group discussion. What you have to say is a genuine contribution, don't lose it in confused conversation.
14. There may be dissenters on some subjects. Ask them to summarize their convictions in a direct statement. This permits a more thorough examination of an idea that could be highly constructive when completely understood.
15. Hurriedly passed motions usually don't receive the consideration they deserve. Better to table them until the next meeting than to pass a motion you will regret later.

Unit 5.2

A Checklist for Committees

Committees are an important part of the organization of all associations and professional societies. They are necessary to the function and operation of associations and provide the benefits of a cross section of qualified judgment and experience, combined knowledge and an opportunity for continuity of thought and cooperation not possible on an individual basis. Committee work serves as an excellent "training ground" for association leaders. The opportunity for an individual to participate in committee work enhances his feeling of belonging, his feeling of playing a significant part in his association and increases his loyalty to the organization.

However, not all committees are successful and, therefore, it is hoped that the following checklist will provide guidelines to help insure the success of your committee:

1. Make sure there is a real need for the committee. Could the job have been delegated to staff or settled at the meeting of all members?
2. The purpose of the committee must be valid. Was the Committee appointed for appearances sake or to avoid distasteful problems?
3. The Committee's assignment must be clearly understood. Have the goals and duties of the committee been satisfactorily explained to the chairman and committee members?
4. The committee chairman must be able to provide leadership. Does the chairman possess strong leadership qualities, initiative and the ability to preside over meetings and motivate people? Is he impartial?
5. Selection of committee personnel must be made carefully. Was an effort made to include responsible able members with an interest in the subject with which the committee is concerned?
6. Staff assistance must be adequate. Is the staff liaison assigned to the committee capable of giving the job the necessary attention and follow through?

Module 5 Camp Communications and Public Relations

Unit 5.3

Meetings

Content Outline

III. Meetings - Effective Use in Internal and External Communication - or time waster?

A. Purpose

B. Cost

C. Frequency

D. Notices and Agenda

E. Time

F. Physical Setting

1. Location
2. comfort
3. equipment
4. written reports
5. refreshments

G. Leader

H. Participant

I. Procedures

1. determine by size of group, formality or informality,
2. goals to be accomplished.
3. minutes
4. evaluation

Trainee Information

There are four (4) objectives for this unit. You must complete two activities, one for objective 1 and one for objectives 2, 3, and 4.

Unit 5.3**Performance Objective**

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

12. You must be able to effectively understand and use good leadership techniques to facilitate internal communication at meetings.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities

1a. It is November. You have just been employed as the camp director of a camp which operates from June - September. After you have scanned readings from the list of references, plan two meetings with prospective staff for the purpose of designing the pre-camp staff training. Review the Outline to check whether you have included all pertinent factors in your planning. If not, reread the references.

1b. It is late August. You are the director of a large camp, with a staff of 150. Plan a meeting for the staff to evaluate the summer's camp season. Include in your planning:

- (1) meeting notice
- (2) agenda
- (3) techniques to ensure participation of all staff members
- (4) an evaluation form for this meeting

Group Activities

1c. You have been newly employed. You will feel hesitant, but request to attend the next board directors meeting, to meet the members and to observe. Record your observations and in the light of your current reading, evaluate your board. Save the evaluation for review and re-evaluation in six months.

Unit 5.3

Performance Objectives

13. You should be able to describe the group work process as a basis of communication.
14. You should be able to use a variety of techniques for increasing group participation and accomplishing the purpose of meetings.
15. You should be able to appropriately use procedures which facilitate the business of meetings.

Learning Activities

Individualized Activities

- 2a. Develop a list of ten techniques which may be used to improve communication in meetings, and suggest ways each may be useful.
- 2b. At the next large meeting you attend, suggest and explain the use of one or two techniques for increasing the involvement of participants.
- 2c. Make an outline of the most used rules of parliamentary procedure. Study them so that at the next meeting you attend you will feel comfortable in their use, and perhaps even be a resource person for other members of the group.

Group Activities

- 2d. Read "Meetings" p. 98-112 in Time Trap. With your class or group, set up a meeting, using or "abusing" the "Twenty-one Rules for Getting More from Meetings" and having members take the parts of "Roles People Play in Meetings". Evaluate your "meeting" in the light of the purpose of meetings.
- 2e. Develop a form to evaluate your board or committee meetings. Prior to the next meeting, distribute a memo describing the purpose of the form and a sample copy. Request that the completed form be returned to you immediately following the meeting with comments or suggestions for possible revisions. Review the evaluations and prepare a summary for discussion by the board at the next board meeting. You may wish to develop your next meeting agenda from this evaluation. If you would like to use a prepared form rather than

Unit 5.3**Individualized Activities****Group Activities**

developing your own, you may use

- (1) Form 10 p. 311 Leadership and Dynamic Group Action.
- (2) Form 9 p. 306 Leadership and Dynamic Group Action.
- (3) Form 5 p. 295 Leadership and Dynamic Group Action.

2f. Rather than an evaluation form, you may wish to develop an end-of-the-meeting evaluation slip for board or committee members to make comments to help in planning the following meetings.

Evaluation Criteria

Turn to the yellow section and complete the post-test.

Unit 5.3

Meetings

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Module 5 Camp Communications and Public Relations

Unit 5.4 Public Relations

Content Outline

IV. Public Relations

A. Definition (Webster)

B. Purpose and Significance

1. respect for accountability
2. to influence or direct opinion favorably
3. to increase knowledge and understanding of camping services
4. create a positive image of the value of camping
5. influence governing authorities
6. encourage growth of organized camping
7. recruit campers
8. recruit staff
9. fund raising

C. Principles

D. To Whom Directed

E. Methods Media

1. people, groups and individuals
2. printed materials
3. radio/television
4. film - slides
5. exhibits
6. telephone
7. open house, reunions, special events
8. speakers bureau

Trainee Information

There are three (3) objectives for this unit of instruction. It is suggested that you complete two activities, one for behavioral objective 1 and one for behavioral objectives 2 and 3.

Unit 5.4**Performance Objective**

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

16. You should be able to list the goals and objectives of your organization and develop methods to interpret them to board or committee members, staff and the community.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities

- 1a. In Camp Administration read Chapter 14 "Public Relations", and in Administration of the Modern Camp read Chapter 13. List six essential guidelines for the interpretation of camping.
- 1b. Many communities have seminars or workshops for boards and committees and for those who wish to develop expertise in public relations and fund raising. Attend such a seminar.

Group Activities

One of the "regulatory" groups in the health and welfare field is the National Information Bureau. Using the basic standards of NIB (National Information Bureau, "Basic Standards in Philanthropy".) Study your organization and evaluate it. Note improvements which should be made, or questions which you have regarding operations.

Unit 5.4

Performance Objectives

17. You should be able to list four basic principles and purposes of public relations.
18. You should be able to describe and use five types of media.

Learning Activities

Individualized Activities

- 2a. Read A Guide to Public Relations. Plan an "Open House" for "your" camp using as many different forms of media as you can. Invite people in the community to attend and view your camp.
- 2b. Write to other camps to find out how they have used media to create good public relations. Ask to borrow copies of brochures, slide-tape films, or media they have developed as examples for possible media you might create.

Group Activities

- 2c. Develop supportive publicity materials for your camp. You might design a camp brochure, slides, slide-tape, transparencies, film video or audio-tape to promote your camp. The following factors must be considered when developing publicity materials:
 - (1) What is your budget allocation for publicity?
 - (2) Where else might you obtain funds?
 - (3) What are the total costs of the items you want produced?
 - (4) Will you develop the materials yourself?
 - (5) Are there several bidders for services?
 - (6) Could you obtain funds from renting your publicity films?
 - (7) Could you make presentations at local clubs in exchange

Unit 5.4

Individualized Activities

Group Activities

for donations?

- (8) How will you present your camp? (Is the material primarily recruitment?)
- (9) What aspects of camp life will be included in the promotion?
- (10) How can your content be most effectively presented?
- (11) What are other less expensive alternatives to present the same material effectively.

2d. Prepare a 5 minute publicity speech (or tape) for your camp. Have other staff or camp directors listen and critique your speech.

Enriching Activities

1. One of the challenges of camping and public relations is accountability. It is demanded that camp directors prove the value of camping. The following quotations are from Volunteerism at the Crossroads. Read and discuss with fellow camp directors. Can you devise a way of measuring the validity of organized camping?

"The problems of evaluating effectiveness by outcome in the non-profit field are exceedingly complex. There is little or no scientific evidence of effectiveness, for example, in the social welfare field." p. 206.

"...the problem with performance expectation is that of translating human services into operationally defined expectations which can, in turn, be measured in actual performance. There is a substantial gap between knowledge and effectiveness." p. 206.

Evaluation Criteria Turn to yellow section and complete the post-test.

Remedial Activities

1. From the list of "References," choose three. After reading references related to the interpretation of camping, list ten basic principles of interpretation.

Unit 5.4

Public Relations

References

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National Jewish Welfare Board. A Guide to Public Relations for
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N.Y.C. 10010.

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Module 5 Camp Communications and Public Relations

Unit 5.5

Fund Raising

Content Outline

V. Fund Raising

A. Responsibility

1. Board - Camp Committee
2. Camp director

B. Problem and Pressures

C. Principles and Practices

D. Process

E. Organization

F. Government Funding

1. advantages
2. disadvantages
3. sources
4. information - research appropriate source

G. Foundations - Research appropriate source

1. types
2. information sources
3. proposal

Trainee Information

There are four (4) objectives for this unit of instruction. They are divided into two groups. You should complete one activity for each group.

Unit 5.5**Performance Objectives**

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

19. Before you become involved in fund raising efforts, you must be able to list the problems and pressures of fund raising today.
20. You should be able to describe the goals and effects of suggested and existing regulations on fund raising.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities**Group Activities**

- 1a. Read Volunteerism at the Crossroads Part II, pp. 69-177. Prepare a list of problems and pressures which could affect "your" camp today.

- 1b. "Accountability" seems to be the ideal guiding principle for both business and voluntary organizations. Brainstorm to develop fund raising practices which will meet the test of public accountability.

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Performance Objectives

21. You should be able to list five basic principles of fund raising.
22. You should be able to list five resources of government funding and foundations and how to approach these resources.

Learning Activities

Individualized Activities	Group Activities
2a. Write or telephone camp directors to find out techniques they have used to raise money. Compile a list to present to your board and develop a tentative fund raising calendar for your organization. 2b. Set up a fund raising organization for "your" camp. Determine the purpose, goals and begin the selection of persons to serve. Tell why you are selecting these persons. 2c. "Your" camp is operating with a serious deficit. Determine 6 ways in which you will balance the budget, listing the critical effects which each proposal will have on your program. 2d. Read the information which has been given to you on government funding. From 3 sources in your community, determine what government funds are available for camping for handicapped persons. 2e. Prepare a proposal for government funding in which you request "campership" subsidies for needy children from your area.	2g. Plan a training session for your fund raising team.

Unit 5.5**Individualized Activities****Group Activities**

- 2f. You wish to secure special funding for renovating your camp buildings to comply with federal regulations and American Camping Association standards for serving handicapped persons. Find an appropriate foundation and prepare a proposal.

Evaluation Criteria

Turn to the yellow section and complete the post-test.

Unit 5.5

Fund Raising

References

Camping Opportunities for Disadvantaged Youth, A Planning and Coordinating Guide, Presidents' Council on Youth Opportunity in cooperation with the Department of Health, Education, and Welfare, Office of Child Development, Childrens Bureau, Youth Activities Division, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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Pifer, Alan, "The Jeopardy of Private Institutions", Carnegie Corporation Annual Report for 1970. (from Pre-Seminar Work Kit, Institute for Voluntary Organizations, 4800 Downers Grove, Illinois 60515 312-852-8850)

Rodney, Lynn S. and Phyllis M. Ford. Camp Administration. The Ronald Press Co., New York 1971, Chapters 12 and 14.



Readings

Unit 5.5**Government Funding-An Overview**

Former government program planning and funding policies are changing very rapidly. Currently, there is a decided movement away from federal control of social service funds and program planning. Recent federal legislation requires state program planning and the development of an annual comprehensive State Plan. The Plan is not to be subject to approval of the Federal Department of Health Education & Welfare, (HEW), it is only required of the state to adhere to the goals and some specific requirements of the federal legislation.

Under the new Amendments to the Social Security Act, it is now the responsibility of the Governor of each state to develop a State Plan of social services. It is also the right of each local community to present social service recommendations which may be incorporated into the Plan. Salvation Army representatives are encouraged to cooperate with community councils and coordinating agencies in formulating the proposals, making known community needs and assisting in the local planning process. Should it be agreed that the representatives present a program or service as part of the local community proposal, time will be most pressing. Public hearings may be held, an understanding and acceptance of the proposal must be had, and a written document will be required to be presented in a manner acceptable to the local government. If approved, the proposal will be included in the community proposal to the state.

At the state level, a whole new process begins where the proposals of all the local geographic communities will be carefully

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reviewed and evaluated. This will be conducted in a highly professional manner, but no doubt local and statewide politics will be a factor in finally determining service priorities and the conveyors of service. Finally, a proposed State Plan acceptable to the Governor will be compiled. The comprehensive State Plan must then be published for public criticism at least 90 days prior to the beginning of the services year (usually July 1), and receive public comment for 45 days thereafter. If there are no objections by the general public or criticisms are resolved, the State Plan is forwarded to the Department of Health, Education and Welfare to assure that it meets the prescribed requirements of the federal legislation, (Public Law 93-647 - Social Security Act Amendment Title XX).

You will understand that some states have already committed themselves to the limit in the use of federal block grants and the inclusion of any new programs must necessarily eliminate others. On the other hand, there are states not using the total amount of funds which may be made available, giving better opportunity for providing new or service expansion proposals. However, it must be understood, some states elect not to spend the full amount available since the state must find 25% of the total cost of the program, except for Family Planning, 10% of the cost.

Funds available to the various states within the Eastern Territory are listed on the attached Table - Federal Social Service Funding.

Initiative must originate with the local Salvation Army representative in relating to local groups planning social service

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systems and programs for the people of his community under the provisions of Title XX. If it is possible to propose new or expanded programs and services within the goals of the federal legislation, the representative should have adequate freedom of opportunity within the agency to do so. It may not be easy, and there may be competition in service provision. After some tentative discussion with your Divisional Commander or Department Head and an agreement has been reached, the local United Way or funding source should be consulted as well as the local Community Council.

In all realism, great effort will have to be exerted on the local level to have any federally mandated input even in the planning process. It will have to be a united community effort and even then the responsible state authority may ignore the effort. The case must be heard in Washington and this fact can be costly and discouraging.

To sponsor program services directed toward federally mandated goals and to be eligible for reimbursement for those services is to engage in highly responsible business. However, if achieved, it offers an opportunity to expand both the operating budget and services offered. The local United Way may be interested in helping member agencies submit federal financial participation proposals.

If the proposal is accepted by the city and ultimately incorporated into the State Plan, the federal government will meet 75% of the total expenditure. Because of insufficient funds to match, a city or state may not be able to take advantage of the total amount the federal government has allocated under Title XX.

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Here, the voluntary agency may be able to substitute its own funds for that of the city and/or state (12 1/2% each of the total expenditures). In any event, funding arrangements or funding substitutes are to be worked through the city then through the State Plan organizing and administrative agencies and personnel.

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June 1975

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Government Funding General Information and Resources

1. Government Funds

UNDERSTANDING GOVERNMENT FUNDS

There apparently are no schools of "grantsmanship," although there is increasing interest in the field and many types of training programs are now offered. There, too, is no consensus as to "how to" obtain public funds. Professionals will admit, however, that part of their knowledge and skill is drawn from careful review of:

- . authorizing legislation and regulations
- . planning documents that determine priorities for expenditures
- . application forms and guidelines for specific programs and services, and
- . selected periodicals that profile legislative and executive action and alert the "grantsman" to new sources of support.

Trends in Government Funding

It is estimated that during the late 1960's as many as 1400 categorical grant-in-aid programs were authorized by federal legislation. Recent trends have been to merge, dismantle, replace and/or terminate these programs through new legislative initiatives such as the General Revenue Sharing Act. The Administration's intent remains to transfer planning, administering and operating functions to state and local governments. As passed by Congress, the Administration's legislation will place wide discretionary power in the Office of the Governor.

Authorizing legislation: specifies the type of program activity that may be funded and outlines the role of federal, state and local government.

Appropriation's legislation: determines the final amounts of Federal funds to be allocated to federal, state, and local government for implementation of planned programs.

Regulations: interpret legislative provisions and/or changes in departmental administrative procedures affecting grant-in-aid programs.

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Potentials for Funding-Federal, State and Local

At the Federal Level

Of the final sum appropriated, X% will remain in Washington for "administration and management" of the authorized program. An additional amount, X% will be set aside for "discretionary" funds that will be spent by the Administrator. The remainder of the monies - the largest percentage - is allocated on a "formula" basis to state and local governments. This is commonly known as the "formula" grant. As numerous categorical grant-in-aid programs are merged, "formula" grants are replaced by "block" grants. Formula grants target money to narrowly defined populations and services programs. Block grants permit a greater degree of flexibility in design, development and implementation of services programs, i.e., Title XX Amendments.

Contracts and Grants are awarded at the federal level by use of "administrative/management" and "discretionary" funds. Administrative/management funds are used primarily for contracts that are awarded under a competitive bidding system. The bulk of the monies in this category, however, is spent on sophisticated management related activities - for example, HEW will contract with a consulting firm to develop an information system.

Solicited Proposals Under the competitive bidding system, the federal department will notify the public of its "Request for Proposal" (RFP) or "Request for Qualifications" (RFQ). The federal department/agency will provide, upon request, application forms and guidelines. Project and contract officers are usually available to meet with organizations interested in submitting a proposal or qualification's statement.

"Discretionary" funds are used to award project grants in specific areas of interest for designated activities - "research," - "demonstration" and "training." Again, grant awards are competitive, and the project mounted will have promise of natural significance.

Unsolicited Proposals An organization (non-profit and/or profit-making) seeking federal support for a planned project of selling or expert services may submit "An Unsolicited Proposal..." to the appropriate government source of funds. The "idea" or "service" set forth in the proposal may be of such significance or worth that the government awards a contract or project grant. In submitting this type of proposal, the document should be clearly marked "unsolicited."

State and Local Relationship Because of the increasing close relationship in program planning budgeting between the federal, state and local levels of government, it is best to begin an approach for federal grant programs through your local or state government. It will then be made a part of the state plan.

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At the State and Local Level

"Administrative/management" as well as "discretionary" funds may be passed through to state and local governments by authorizing legislation.

Prior to the expenditure of federal funds, the state (in cooperation with local government) may be required to submit a "state plan." Included in the state plan is information, for example, on proposed services programs and estimated costs, target populations and eligibility criteria, geographic service areas, etc. State and local governments must also specify how services will be provided.

Purchase of Service (POS) is a contract between two governmental units or one governmental unit and a voluntary organization to provide prescribed services to a defined target population in a specified geographic area at a set amount of money for a limited period of time. Contracts are usually negotiated each year, and provide public funds for maintenance and operation of essential services programs.

Project Grants offer a greater degree of flexibility in defining the service population, setting and meeting goals and objectives and developing methods for providing services, etc. The administering body may have determined priorities for the types of activities to be mounted. Guidelines and application packages will usually identify this priority setting, if one exists. Meetings with project and contract officers will also be important.

Project grants are time limited (1, 2, 3, or more years). They are intended to initiate program activity at the local level through the incentive of federal funds. Project grants may involve a "match" which usually increases over time. For example, in year one the matching arrangement may be 90% federal, 10% local. In year two, the match may change to 75% federal, 25% local. In past years, the voluntary organization entering into this type of arrangement would match federal funds through "in-kind" contributions, that is, staff, equipment, facilities, etc.

Note: Where an agency is required to match funds on some formula basis for the total cost of a Project grant, the contribution may be contributed "in-kind", i.e., use of staff consultation, facility, etc. Should agency staff be a member of and participate in a community council, standard setting, or planning body, this may also be accepted as supplementing the budget for "in-kind" value. These associations should be placed in the proposed project narrative and referred to as part of the grantee contribution. Budgets may be inclusive of "in-kind" value or presented as supplemental - subsidiary statement of value.

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Information Sources-Federal, State and Local

Information on legislation, executive action and grant-in aid programs is most accessible at the federal level. The following publications will help to build a basic information library.

Federal Level

The Federal Domestic Assistance Catalog: Published annually by the Office of Management and Budget, the Catalog contains detailed descriptive information on each categorical grant-in-aid program. Program purpose, application procedures, the names of contact persons are among the data provided. (Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 - \$7.00).

The Federal Register: changes in legislative and/or executive action that affect grant-in-aid programs are reported in both "proposed" and "final" form in this daily publication. (Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 - \$45.00 per year).

Public Information Office: each government department (HEW, HUD, etc.) will provide upon request, news releases, listings of publications, newsletters, etc. that are valuable sources of information. (Contact the particular department's Office of Public Information).

Telephone Directories: are published by each department (HEW, HUD, etc.) and provide valuable insight into the organization of the department. (Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 - prices vary).

Note: Federal Regional Offices are located in each state and information of federal funds may be obtained from appropriate departments and agencies at this location. Publications may be ordered at the Government Printing Office located at these addresses. Publications may also be available at the local library, college and university funding offices, the Community Council, etc.

At the State and City Level

Even though most contracts for social services and programs are held with state and city departments and agencies, they do not provide the same detailed information as does the federal government. The following publications will help identify departments and agencies responsible for administering programs in broad fields of interest (i.e., health, education, welfare, etc.), and report on legislative activity.

The City Official Directory purchased for a fee

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Official State Directory purchased for a fee.

The Telephone Directory will provide numbers for main departments and agencies in a city.

The Legislative Record and Index published for both Houses, this document contains detailed information on all legislative material. (Information on the service may be obtained from a state capital).

The City Record contains information on legislative and executive actions as well as contracts and grants awarded.. Where published, secured for a fee.

Community Councils

Universities and Colleges (funding offices)

City Mayor's Office

Giving U.S.A. - Annual Reports

State Service Agency Office - i.e., aging, correctional, social services, child development, etc.

Additional sources of information should include the Washington office of a parent or affiliated organization (e.g., National Association of Social Workers, Urban Coalition, etc.) Membership in such organization should be utilized to obtain whatever advice or assistance the Washington branch may have to offer. Congressional representatives can also provide information on legislation and grant-in-aid programs. Senate and House representatives will also forward copies of bills and laws.

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Unit 5.5

Foundation Grants
General Information and Resources

Understanding Foundations

Since the passage of the Tax Reform Act of 1969, a Foundation may be defined as a non-profit, non-governmental, tax exempt organization including churches, schools, medical, charitable and similar agencies established for purposes of social welfare.

Foundations generally exercise a greater degree of flexibility in allocating funds than does the government under its contracts, project grants and purchase of service programs. Also, Foundations grant-making programs and budgets may not be as precisely earmarked as are those of government departments and agencies, and, as a result, foundations are apt to be more responsive to thoughtful, well-planned proposals.

However, foundation policies are increasingly being determined and guided by highly knowledgeable and representative boards determining their own programs and goals. There is greater demand for accountability in program content and grant expenditure as foundations are controlled more closely in their operations through governmental regulations.

It is estimated that there are more than 25,000 foundations in the United States. The American Association of Fund Raising Counsel, Inc. reported that in 1973 foundations made grants totalling \$2.36 billion. Grants by private foundations of \$10,000 or more were broken down by the Association in this way:

Education	36%
Health	24%
Welfare	9%
Science	12%
International Activities	9%
Humanities	8%
Religion	2%

Types of Foundations

Foundations are not, of course, all alike. They can be categorized as follows:

General Purpose: This group includes most of the larger, better known foundations. They do not restrict grant-making activity, that is, they award grants in multiple fields of interest - health, education, social welfare, etc. Thirty-eight of the foundations in this category control 42% of all foundation assets and make 23% of the grants. They are

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further characterized as having a Board of Directors assisted by professional staff.

Special Purposes: Foundations that restrict their grant-making program to a specific field of interest or to serve a clearly defined purpose - biomedical research, oceanography, engineering, etc. - are known as special purpose foundations. Their interests may be very narrow or broad and their limitations are defined in their charter.

Corporate or Company: This non-profit, tax exempt organization is legally detached from the donor corporation or company and is operating exclusively for the purpose of giving or channeling the philanthropies of a business organization. These foundations often fund projects that will enhance the business's image in the community where it is located. An increasing number of corporate/company foundations are channeling philanthropic dollars to local community funds, including United Way, higher education, the arts, etc.

Family: The greatest number of foundations fall into this category, but their total assets are small. They are characterized as being closely controlled by the donor and/or the donor's family and may have been set up by the donor to disburse his current contributions. In general, grants are awarded to organizations of particular interest and appeals stand little chance unless the donor's interest is captured by the "cause" or by a friend of a particular church, college, hospital, community appeal or agency.

Community: A community foundation is an organization established to administer multiple trusts and funds. Usually, grant awards are restricted to a specific geographic area, and many grants are earmarked to particular organizations or fields of interest. Discretionary funds, however, may also be available. They mostly operate under community control with funds given by persons undecided as to their specific use or under the terms of a decedent's will. These foundations may manage funds for a wide variety of uses.

General Considerations: Increasingly, it is difficult for charitable organizations to secure foundation grants for general operating purposes. Relatively few foundations will give to "causes" because agencies' "worthwhile" programs have generally become the legal right of all persons and groups as the responsibility of the public agencies funded through the tax dollar. Some will give to new methods of solving unresolved community problems, many give capital funds, some to ongoing programs or new programs or ideas. It is important that requests be tailored to the purpose of each foundation and thoroughly establish the need and value of each proposal.

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Information Sources on Foundations

As in the case with government department/agencies, research should be conducted to determine the most appropriate sources of support. Here, too, it is essential to understand the nature of the foundation, field of interest, grant-making patterns, geographic restrictions, range of grant awards, and application procedures. The following publications are helpful in obtaining information:

The Foundation Directory - The Directory, updated in 1975, contains essential information on more than 5,000 foundations across the country. It is available by subscription or possibly may be reviewed at a local source. The Directory may be purchased at the Columbia University Press, 136 South Broadway, Irvington-on-Hudson, New York 10533. (\$30.00)

The Foundation News - This bi-monthly magazine is published by the Council on Foundations and reports on the grant-making activity of over 800 major foundations. (Foundation News, P.O. Box 783, Chelsea Station, New York, NY 10011) (\$10.00 per year)

The Foundation Grants Index - This book is a cumulation of the six bi-monthly "Grants Indexes" that appear in the Foundation News. (Columbia University Press, 136 South Broadway, Irvington-on-Hudson, New York 10533) (\$10.00)

990 Annual Reports - The Tax Reform Act of 1969 requires each foundation to annually report their financial status, officers and trustees, grant awards, etc. to the Internal Revenue Service. The foundation must also notify the public that this report is available for inspection at the office of the foundation during specific times. However, the Internal Revenue Service compiles these reports and makes them available on microfilm and the Foundation Center has records of 990 ARs. (The Foundation Center, 888 Seventh Avenue, New York 10019.) For copies of I.R.S. reports write to Internal Revenue Service Center, P.O. Box 187, Cornwells Heights, PA 19020. Attention: Public Inspector, Drop Point 511. (\$1.00 first report and .10 for each additional request.)

The Foundation's Annual Report - About 200 foundations (50 in New York City) publish annual reports that may be obtained upon request. Some large foundations, such as Ford and Carnegie, also publish periodic newsletters which, like the annual report, provide insight into the foundation, its policies, and grant-making activities.

It would be advisable to inquire of foundations from local sources which may be more closely related to local programs and sources of funding, i.e., Advisory Board members, United Fund, Planning Councils, Service Clubs, etc.

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The Importance of Research

Before submitting a proposal to a foundation, it is important that the program/project be adequately researched. Why should the foundation invest its funds in your proposal as against the many others it will receive? Why is the program/project being presented? Of what importance is it to the foundation? How does it help the people of the community? How will it be perpetuated? As these and other related questions are being projected, statements and supporting documents of need, problems solved, social benefits as well as cost benefits, etc. should be secured. It is suggested that as the research component is being prepared, there are certain benefits in the process. These are summarized in the following:

- . it enables the organization to make intelligent decisions about potential sources of foundation support;
- . it impacts both program and fund raising plans;
- . it helps to tailor proposals to potential sources of support;
- . it builds contacts with foundation representatives;
- . it determines the agency staff (and volunteers) who will attend meetings with foundation representatives;
- . it identifies the type of information that must accompany a request - annual reports, proof of tax-exempt status, financial statements, etc.

Tax Reform Act of 1969

Provisions and Restrictions of Foundations

There is little likelihood that the tax exemption status of The Salvation Army will come under review, but should it be, the following will provide a background of information under which foundations are legislated and must exist. The code whereby The Salvation Army enjoys its tax exemption status is also briefly condensed.

The Tax Reform Act of 1969 includes important provisions affecting the financial status and funding policies of all foundations. Under this law, foundations are required to pay an annual excise tax of 4% of their administrative budgets, and make grants totalling at least 6% of their assets by 1975.

The Act prohibits funding of a specific activity that seeks to influence legislation through lobbying or publicity. Recipient organizations may only respond to governmental requests for

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information and may not, with foundation support, initiate contact with legislators or with the public around any partisan legislative issue. The Act's prohibition also extends to elections and voter registration drives, except for programs involving broadly based, non-partisan studies and registration campaigns that are conducted in several states while adhering to strict government regulations.

The Act restricts foundations from lending financial support to an individual for study, travel, or similar purposes unless such assistance is awarded objectively and without discrimination, following procedures set by the Treasury Department.

In addition, the Act prevents foundations from support in any activity which would not normally be tax deductible. Finally, it prohibits foundations from making grants to other private foundations. This last provision has special implications to social welfare organizations.

Definitions and Characteristics of Foundations

In the Act, precise definitions were given to foundations. "Foundation" means any tax-exempt organization, and included under this definition are churches, schools, social welfare organizations, etc. Foundations were classified as "public" or "private" depending upon their function, sources of support, and accountability to the public. "Private" foundations were sub-divided into "operating" and "non-operating." The Act requires the Internal Revenue Service to assume that all tax-exempt organizations are private foundations unless they apply for the status of "public." Social welfare organizations must obtain Form 4653 from their local IRS office, and upon approval by the IRS, Form 0714 will be issued declaring the organization "public." The Act requires a foundation to determine the status of a requesting organization as "public" or "private" under 501 (c) (3) so that it is in compliance with provisions of the law when awarding grants.

The Salvation Army and the Tax Reform Act of 1969

Because The Salvation Army has been uniquely incorporated by a special Act of the New York State Legislature, it is neither classified as a public or private foundation. The organization's tax exemption status was established in 1955 by a ruling from the Commissioner of Internal Revenue. This recognized The Salvation Army and its various components throughout the United States as constituting a "church or a convention or association of churches" within the interpretation of Section 170 (b) (1) of the Internal Revenue Code of 1954 and that contributions are thereunder deductible to the extent provided in Section 170 (b) (A) of the Code. On April 20, 1959, the Treasury Department officially published this special ruling as Rul. 59-129 (159-16 IRB7) (See Section 170 - Charitable, etc. Contributions and Gifts attached.)

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Approaching Foundations Initial Approach

After identifying potential sources of support, an initial approach should be made through a brief (one or two page) letter. This letter should state the need for the proposed project, and briefly summarize the project's goals and objectives. Total cost and duration of the project should be mentioned, and other sources of support (if any) should be noted. The letter should link the proposed project to the foundation's interests. The history and accomplishments of the sponsoring organization should also be included. The letter will usually end with a request for an appointment and give the name of the agency representative(s) who will call for further information and meet other requests.

Each letter should be individually typed on letterhead stationery with a listing of Advisory Board members. A copy of the annual report, financial statement and proof of tax exemption should be enclosed.

This strategy may only be appropriate for large foundations that have demonstrated an interest in supporting project activity. However, these foundations may also require the submission of a proposal as part of the application procedure.

Proposal Presentation

Proposals should be as brief and concise as possible, and contain the following information:

1. statement of the problem (or rationale);
2. goals and objectives;
3. method of implementing the planned project and the staffing pattern;
4. evaluation;
5. qualification's statement of the sponsoring organization (history, accomplishments, leadership, etc.);
6. and budget

This document should be approximately 5 pages, not including the covering letter and accompanying material.

A foundation may have its own proposal requirement which may be received in response to a letter of inquiry and interest. Every attempt should be made to meet with foundation representatives after some preliminary work has been done and before the final proposal is submitted. The guidance received will save time and

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be helpful in the final proposal preparation and acceptance.

The majority of medium to small size private foundations may be approached by letter. The type of presentation will depend upon the character of your request. These foundations are more likely to respond to requests for support because of "special circumstances" - for example, a building campaign, deficit, special program, etc. Discretion must be exercised with this group of foundations and the chances of receiving an award from a smaller private foundation are greatly dependent upon capturing the donor's interest.

Foundation Profiles

Consistent with the current economy of the country, the investment portfolios of foundations have been adversely affected. Market values have dropped and earnings greatly reduced. The FORD FOUNDATION recently announced that it will reduce its grant-making programs from \$208 million to \$100 million over the next four (4) years. The primary reason given for the reductions was a "move away from... long standing practice of using a portion of... capital assets for annual grants." Fields of interest including international affairs, national affairs, education and research, humanities and the arts, resources and the environment, and communications will remain unchanged. The assets of the Ford Foundation have dropped from a market value of \$3 billion to \$2 billion.

The CARNEGIE FOUNDATION has also announced that it will reduce its program budget of \$15.3 million by \$500,000. Carnegie's assets have fallen in market value from \$336 million to \$210 million.

The ROCKEFELLER BROTHERS FUND recently reported that \$2.5 million would be set aside and earmarked for the funding of programs within New York City. Additional information on the foundation, its fields of interest and grant-making programs may be obtained by contacting Mr. W. Gerald Davenport, Staff Associate.

General Information Publications

How to Approach Foundations

Seeking Foundation Funds - by David M. Church

Guidance on approaching foundations and how to request funds. (\$1.50) National Public Relations Council of Health and Welfare Services, Inc. 419 Park Avenue South, New York, NY 10016.

How to Raise Funds from Foundations - by Joseph Dermer

Written in practical, down-to-earth language, this manual covers all aspects of foundation fund raising from getting appointments to writing proposals. Public Service Materials Center, 335 Lexington Avenue, New York, NY 10017 (\$8.95).

Unit 5.5

How to Write Successful Foundation Presentations - by
Joseph Derner

Step by step instructions in writing successful
foundation presentations, together with full examples of
grant-winning proposals. (\$8.95)

The Complete Fund Raising Guide - Howard R. Miorkin
Spells out the specifics of conducting virtually every
kind of fund raising campaign, including raising funds
from government, business and labor, foundations and
the general public. (\$12.50)

Giving USA, 1974 Annual Report

Facts, figures, and trends in American philanthropy.
The American Association of Fund Raising Counsel, Inc.
500 Fifth Avenue, New York, NY 10036 (\$2.00)

James G. Henderson, Brigadier
The Salvation Army Eastern Territory
120 West 14th Street
New York, NY 10011
June 1975

Unit 5.5

SECTION 170. - CHARITABLE, ETC., CONTRIBUTIONS AND GIFTS

26 CFR 1.170-2: Charitable deductions by Rev. Rul. 59-129

The Salvation Army is a church or a convention or association of churches within the meaning of section 170 (b) (1) (a) (i) of the Internal Revenue Code of 1954. Accordingly, contributions made by individuals to such organization will be deductible in computing their taxable income to the extent that the aggregate of the contributions allowed as a deduction under section 170 (b) (1) (A) of the Code does not exceed ten percent of the individual donor's donor's adjusted gross income. Any such contribution in excess of ten percent of adjusted gross income should be taken into account in computing the amount allowable as a deduction subject to the general limitation of 20 percent of adjusted gross income provided in section 170 (b) (1) (B) of the Code.

Post-Tests

Post-Test**Unit 5.1****Responsibilities of the Camp Director**

1. Name 3 basic responsibilities of the camp director which are essential to internal and external communication.
2. How does the camp director secure and use staff to implement goals and objectives?
3. Should a camp director be a generalist or specialist? Explain.
4. Should the camp director share in decision making? How?
5. Planning for the camp is a joint process by board or committee and director, while operating the camp is the responsibility of the director. How are the working roles of the committee and director defined?

Turn to the back of this section to check your answers.

Post-Test

Unit 5.2

Boards and Committees

Circle T if you think the statement is true, and F if you think the statement is false.

True False

- | | | |
|-----|--------|--|
| 1. | T F | A board of directors receives its authority by executive decree. |
| 2. | T F | A board of directors may be advisory or governing. |
| 3. | T F | It is board function to execute policy. |
| 4. | T F | The board has fiscal responsibility for the agency. |
| 5. | T F | The executive should make up his own job description. |
| 6. | T F | An ideal board of directors should have a membership of 10-18 persons. |
| 7. | T F | It is ideal to have a board which consists of professionals working with handicapped people. |
| 8. | T F | Board members usually serve without compensation. |
| 9. | T F | It is good to have lengthy terms for board members in order to benefit from their experience. |
| 10. | T F | Overlapping terms create stability. |
| 11. | T F | Board members may be appointed or elected. |
| 12. | T F | A camp committee is usually a standing committee of the board of directors of the sponsoring agency. |
| 13. | T F | Camp committees usually have little responsibility. |
| 14. | T F | The way to maintain the continual support of board and committee members is to give them little to do. |

Unit 5.2

15. T F A task group usually becomes a standing committee.
16. T F Good relationships between board, committees, and executive depend primarily upon clear lines of authority.
17. T F Decision making is a function of the board chairman or president and the executive.
18. T F The camp executive should rarely make recommendations to the board.
19. T F Setting standards for the camp is purely the responsibility of the executive.
20. T F An employed executive does not vote in the board meetings.
21. F F The camp director and staff provides technical expertise to the board.
22. T F If there is a permanent executive, boards need to meet only once a year.
23. T F A board is responsible only to its own constituency.
24. T F The board of a small, successful camp has no responsibility for social action.
25. T F Local units of national organizations have responsibility for maintaining standards.

Turn to the back of this section to check your answers.

Post-Test**Meetings****Unit 5.3**

1. Why are meetings often not productive?
2. Why have meetings?
3. How many camp committee meetings should be held annually?
Outline the goals for each meeting.
4. It is stated that we tend to devote time and effort to tasks in inverse relation to their importance. How can this be avoided in meetings for which you are responsible?
5. You have found that the committee regularly starts late and ends late, with people becoming disturbed and some leaving early, others reluctant to leave. What should be done to rectify this situation and how will you go about it?

Unit 5.3

6. You mailed out a meeting notice and requested agenda items. No one suggested agenda items so you decided to wait until the meeting convened to make up the agenda. Everyone came to the meeting but nothing seemed to be accomplished. List and evaluate three ways of improving the situation.
7. How can board meetings be made alive and interesting? Give 5 suggestions.
8. You think it would be a good idea to use some techniques to encourage greater participation in your camp staff meetings. Give 3 techniques and explain when and how you would use each.
9. Is it necessary to summarize at the end of a meeting? Why?

Turn to the back of this section and check your answers.

Post-Test
Public Relations

Unit 5.4

1. Discuss the influence of consumerism on public relations.
2. Webster defines public relations as an "art or science of developing reciprocal goodwill..." What aspects of public relations make it an art? How can it become a science?
3. What has public relations to do with local, county, state, and federal government?
4. Do you think that negative publicity can be helpful to camping? Why or not?
5. How does the board of directors become involved in public relations?

Unit 5.4

6. What has public relations to do with staff recruitment?
7. Some camp directors say they never advertise or have a public relations program. Is this good or bad? Explain.
8. Give 4 basic principles of public relations.
 - 1.
 - 2.
 - 3.
 - 4.
9. List 5 media and tell how you would use them for "your" camp.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
10. Write an "ad" to recruit campers. Explain how you plan to use it.

Turn to the back of this section to check your answers.

Post-Test
Fund Raising

Unit 5.5

1. Define the fund raising responsibilities of the board, committee and camp director.
2. List 5 or more principles which should guide fund raising practices.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
3. Give the basic components of a fund raising campaign.
4. Are report meetings of value? Explain.
5. What are the advantages and disadvantages of government funding?
6. Where can you obtain information regarding government funding? List 5 sources.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Unit 5.5

7. Where can you obtain information regarding government foundations?
List 3 sources.

- 1.
- 2.
- 3.

8. List five items of basic information to be included in a cover letter for a foundation proposal.

- 1.
- 2.
- 3.
- 4.
- 5.

9. List six essential parts to be included in a proposal.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. If you were partially dependent upon fees for income, how would you determine fee increases?

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Turn to the back of this section and check your answers.

Answer Sheets

Answers to Post-Tests

Unit 5.1

Responsibilities of the Camp Director

- 1.a. Developing, organizing coordinating and maintaining a system of communication.
- b. Personnel recruitment, assignments, training and evaluation.
- c. Establishing goals and objectives.
- 2.a. Recruitment of persons sympathetic to defined goals and standards.
- b. Securing compatible, yet creative, staff.
- c. Through appropriate job assignments and definitions.
- d. By delegating, controlling, and coordinating.
- e. Through appropriate training in staff development and team work.
3. An appropriate justification should be given for your response.
4. Yes.
 - a. Determining and interpreting goals and objectives..
 - b. Involving staff in decision making.
 - c. Review and evaluate all aspects of program continually.
- 5.a. Board sets policy—camp director executes policy, with guidance from camp committee.
- b. Camp director may at times be spokesman for the camp committee on specific issues or recommendations.
- c. Camp director provides professional, technical expertise on questions raised by board.
- d. Camp director attends board meetings as non-voting member.
- e. Legally prescribed liability of board or officers for actions of camp director.

Answers to Post-Tests**Unit 5.2****Boards and Committees**

1. F
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. F
10. T
11. T
12. T
13. F
14. F
15. F
16. T
17. F
18. F
19. F
20. T
21. T
22. F
23. F
24. F
25. T

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Answers to Post-Tests**Unit 5.3****Meetings**

- 1.
- 2.a. Coordinating activities
b. Exchanging information
c. Building morale
d. Reviewing
e. Planning
f. Problem-solving
g. Decision-making
- 3.a. Fall meeting—evaluation of summer
b. Winter meeting—planning ahead
c. Spring meeting—preparation for summer
d. Summer meeting—observation on site
- 4.a. Begin on time
b. Determine agenda in advance
c. Determine length by need
d. Carefully prepare for meeting
- 5.a. Carefully plan agenda and establish guidelines.
b. Be sensitive to needs of participants.
c. Understand dynamics of conveying information and meaning.
d. Be flexible.
e. Be aware of hidden agendas and pressures.
f. Encourage participation and feedback.
g. Constantly be aware of goals.
h. Keep gentle control of discussion.
i. Be a good listener.
j. Summarize, delegate responsibility, establish deadlines.
- 6.a. Plan agenda
b. Establish guidelines
c. Encourage participation
- 7.a. Be sensitive and solicit opinions and discussion.
b. Be involved—supportive—emphatic.
c. Make relevant contributions.
d. Accept assignments.
e. Move to task completion.
f. Be sensitive to group dynamics.

Unit 5.3

8. a. Getting acquainted—establish atmosphere of acceptance
 - b. Small group discussions
 - c. Brainstorming
 - d. Visual aids
 - e. Roleplaying
 - f. Movies or filmstrip
 - g. Informal work sessions and sharing
 - h. Hearing or group interview
 - i. Buzz groups
9. Yes
 - a. Leader summation
 - b. Group responses
 - c. Delegation of authority
 - d. Establishment of deadlines

Answers to Post-Tests

Unit 5.4

Public Relations

- 1.a. Accountability
 - b. Community pressure on business and organizations for full disclosure
 - c. Adherence to goals and objectives
 - d. Adherence to standards
 - e. Relationship between expenditure and program
- 2.a. Art
 - Creating understanding and good will
 - b. Science
 - Use of principles, rules and methods
 - Gaining knowledge—observation and study
- 3.a. Growing influence of government
 - b. Increase in government regulations
 - c. Action to influence public policy
 - d. Opportunity to influence legislation
 - e. Tax reform possibilities
 - f. Create goodwill
 - g. Increase knowledge
 - h. Create positive image of camping
4. An appropriate justification should be given for your response.
- 5.a. Create respect for accountability
 - b. Create goodwill
 - c. Increase knowledge and understanding of camping
 - d. Create a positive image of camping
 - e. Influence government authorities
 - f. Encourage growth of camping
 - g. Recruitment
- 6.a. Positive public opinion attracts staff.
 - b. Good staff members are best recruiters.
7. Any appropriate justification is an acceptable response.
- 8.1. Public relations should be continuous.
 2. Reflect everything camp does and represents.
 3. Depict total program, personnel, facilities.
 4. Be ethical, honest.
 5. Be responsible and enthusiastic.

Unit 5.4

- o. 1. People
 2. Brochures
 3. Booklets
 4. Newsletters
 5. Correspondence
 6. Ads
 7. Press releases
 8. Radio-television
 9. Films-slides
 10. Exhibits
 11. Open house
 12. Reunions
 13. Speakers bureau
10. An ad should be concise, factual and depict the program, personnel and facilities of your camp.

Answers to Post-Tests

Unit 5.5

Fund Raising

1. Board/Committee
 1. Informed
 2. Enthusiastic supported
 3. Financial accountability
 4. Decision making

Director

 1. Planning fund raising
 2. Hiring fund raiser
 3. Determining financial goal
 4. Build organization
- 2.1. Integrity
 2. Full disclosure
 3. Cost analysis and accountability
 4. No mailing of unsolicited items
 5. No general telephone solicitations
 6. Annual audit
 7. Quality, dignity, respect
 8. Appeal explained in values to be gained
- 3.1. Plan calendar one year in advance
 2. Begin organizing and training workers one year in advance
 3. Use methods described in Public Relations section (Unit 5.3)
 4. Obtain United Fund clearance if necessary
4. Yes
 - a. Summary of important events, discussion, decisions and actions.
 - b. Official record of action.
5. Advantages
 1. Enables extension of services
 2. Enables improved quality of service
 3. Meets critical need

Disadvantages

 1. May limit control
 2. Required regulations
 3. Possible curtailment of funds on short notice
 4. Bad performance on poor management abuses of other sponsoring or participating groups may cut funding

Unit 5.5

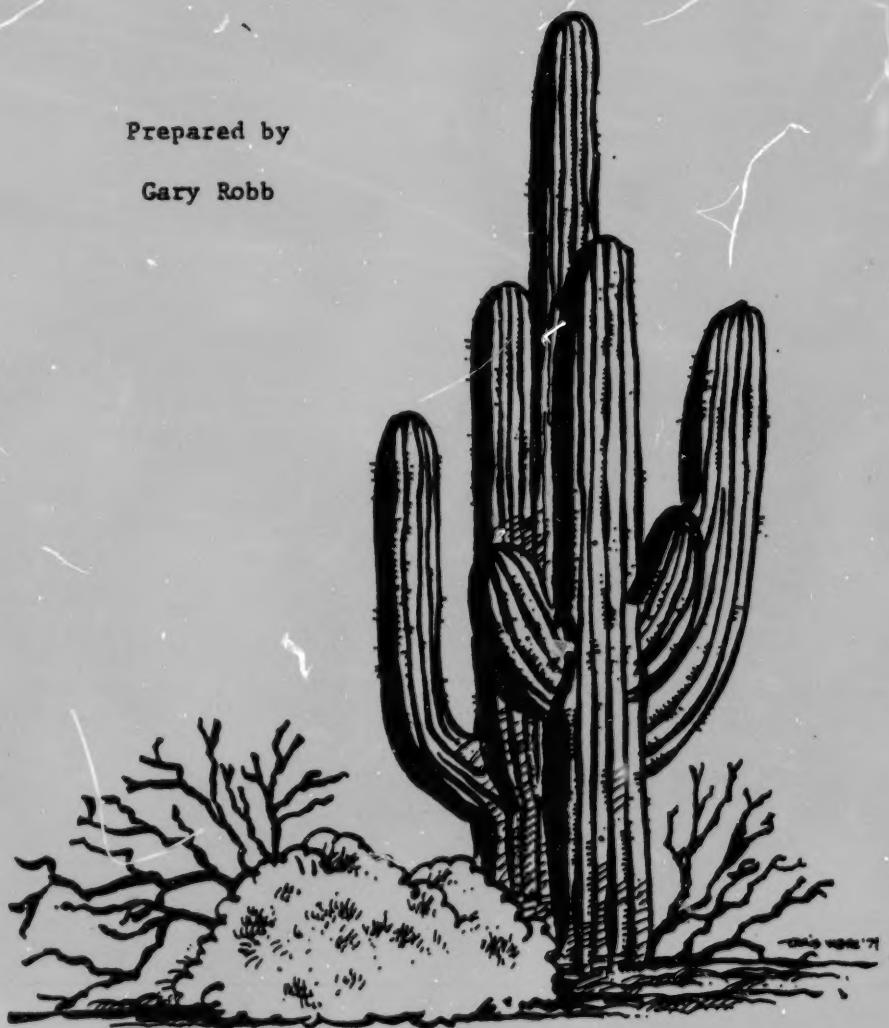
- 6.1. Federal Domestic Assistance Guide
 2. Federal Register
 3. Public Information Office
 4. Official State or Local Directory
 5. Parent or affiliate organization
 6. Congressional representatives
 7. Community Councils—United Way
-
- 7.1. Foundation Directory
 2. Foundation News
 3. Foundation Grant Index
-
- 8.1. Brief
 2. State need, goals and objectives
 3. Total cost, other sources of support
 4. Link project to foundation's interests
 5. Request appointment
-
- 9.1. Rationale
 2. Goals and objectives
 3. Implementation
 4. Evaluation
 5. Qualifications of sponsoring organization
 6. Budget
-
10. Any appropriate justification is an acceptable response.

Module 6

Promoting the Health and Safety of Everyone At Camp

Prepared by

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Module 6 Promoting the Health and Safety of Everyone At Camp

Flow Chart

Steps to Follow to Complete This Unit

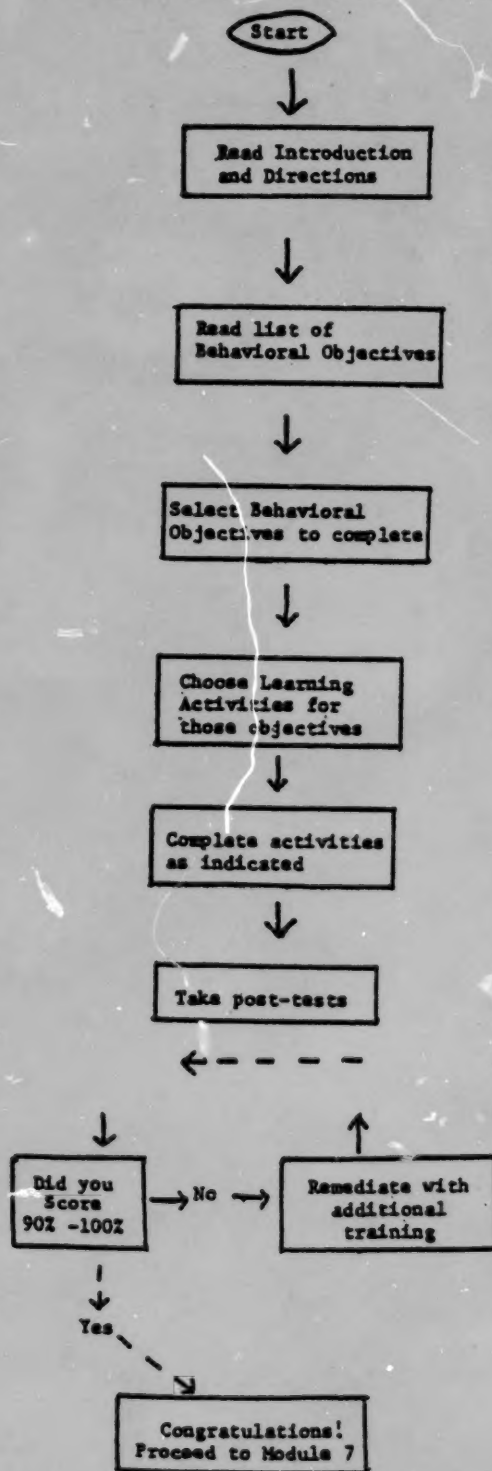


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Promoting the Health and Safety of Everyone At Camp

Introduction

The health and safety of everyone in camp is of primary concern to the camp director. This includes all working personnel as well as campers and visitors. The establishment of stringent policies and procedures which comply with all legal requirements is necessary. The camp director is responsible for training personnel in proper health and safety procedures and in maintaining an awareness of safety in both personnel and campers.

Directions

The directions for Module 6 are similar to those for all the Camp Director training modules. Remember to use the list of behavioral objectives to determine your entering competencies. Because of the nature of this module, the new camp director may wish to complete a large number of the activities. Even if, as an experienced camp director, you are not developing new policies and procedures for your camp, you may use this module as a guide to revise some of your present ones.

Module 6 addresses the importance of planning and establishing appropriate policies and procedures for the health and safety of the entire camp. The emphasis is placed on providing practical knowledge regarding the health and safety of campers and on developing skills to communicate that knowledge to others. Module 6 will specifically help you to develop and revise procedures to comply with the legal requirements of camps, inspect your facility and write procedures to eliminate risks and hazards, develop emergency procedures for specific situations and develop a complete system for health supervision.

Module 6 Promoting the Health and Safety of Everyone At Camp

Performance Objectives Checklist

The following list of behavioral objectives will help you evaluate yourself against the competencies required in Module 6. Check those objectives which you feel competent to perform. Then use the remaining objectives as the basis to choose the activities you will complete.

Unit 6.1 Establishing Policies and Procedures Concerning Safety Supervision

1. Without reference, identify with 100 percent accuracy the licenses required for operation of your camp according to state and/or local statute.
2. Without reference, you should be able to cite a minimum of five certificates of operation, permits and/or records required for the safe operation of your camp. A minimum of two of the above should pertain specifically to the operation of a camp for physically handicapped children.
3. After reviewing at least two references concerning common risks and hazards in camps, you should develop an inspection checklist to include consideration of both natural and man made hazards. The checklist should identify a minimum of ten potential natural risks/hazards and ten potential man made risks/hazards. A minimum of five of the risks/hazards identified should relate to the ability to participation in a recreational activity by a physically disabled camper.
4. Without reference, demonstrate your ability to develop a method to eliminate or avoid risks and hazards by specifying written procedures for at least two of the following:
 - hazardous weather conditions
 - fire
 - hazardous geographical/topographical conditions
 - contact with electric, motorized or mechanical equipment/vehicles
 - high risk activity programs

Each procedure should specify a minimum of two additional considerations that must be given due to the physical disabilities of campers.

5. Given a specific emergency situation (e.g. fire, hurricane, epidemic, etc.), identify without reference, the procedures that would be followed for:

- evacuation from affected area
- assembly to safe/designated area
- procuring external assistance, e.g. medical, police

The procedures must identify specific responsibilities of various staff members and must list alternative approaches to account for all contingencies in relationship to the emergency, e.g. blocked exits, downed power lines, non-ambulatory campers, etc.

6. Given an emergency situation while off of camp properties, you will identify a minimum of five procedures that must be followed as standard procedure. You will identify these procedures without reference.
7. After reading "Search and Rescue for Persons Lost, Missing or Runaway," you should develop your own procedures for lost, missing, or runaway campers for your camp.

Unit 6.2

Establishing Policies and Procedures Concerning Health Supervision

8. Without reference, identify a minimum of five licenses, certificates of operation, insurance and/or records required to maintain minimum state health standards in your camp.
9. Without references, identify a minimum of three American Camping Association Standards that apply to the maintenance of minimum health standards for camps serving physically disabled campers.
10. Identify, with references, two sources each for:
- a. securing information on the employment/employment requirements of camp health personnel
 - b. locating information on proper/required camp health center facilities
 - c. obtaining needed health center equipment and supplies.
11. Without references, identify five external support systems/personnel that should be formally matriculated with the internal (camp) health care operations.
12. You should be able to identify with 90 percent accuracy and without reference, eight major areas for developing health policies and procedures.

13. You should be able to correctly identify at least one purpose for each of three separate types of health record documentations.
14. Given a list of five major staff/camper health education topics, you should identify with 100 percent accuracy, the staff person primarily responsible for providing the education/supervision.
15. Without reference, identify with 90 percent accuracy, ten specific requirements or recommended standards regarding the food service operation.
16. Given a specific program activity, identify a minimum of three health considerations/precautions or procedures that should be followed prior to camper activity involvement.

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Module 6 Promoting the Health and Safety of Everyone At Camp

Unit 6.1 Establishing Policies and Procedures Concerning Safety Supervision

Content Outline

- I. Compliance with all Legal Requirements**
 - A. Required licenses
 - B. Required certificates of operation
 - C. Required insurance
 - D. Required records
- II. Facility Inspection for Risks Hazards**
 - A. Natural hazards
 - B. Man made hazards
 - C. Preventative maintenance
 - D. Routine safety checks
- III. Procedures for Eliminating or Reducing Hazards and Minimizing Risks**
 - A. Written procedures for risks and hazards due to weather conditions
 - B. Written procedures for risks and hazards due to fire
 - C. Written procedures for risks and hazards due to topography/geographical area or conditions
 - D. Written procedures for risks and hazards due to facility structure or physical conditions
 - E. Written procedures for risks and hazards due to electric, motorized, mechanical equipment/vehicles
 - F. Written procedures for risks and hazards due to specific high risk programs
 - G. Written procedures for risks and hazards due to physical characteristics of campus
- IV. Procedures to be used in Emergencies**
 - A. Written procedures for emergency evacuation
 - B. Written procedures for emergency assembly
 - C. Written procedures for procuring first aid or medical attention
 - D. Written procedures for procuring external assistance (fire department, police department, medical assistance)
 - E. Written procedures for emergencies while off of camp premises
 - F. Written procedures for search and/or rescue of missing persons

Trainee Information

There are seven (7) objectives you must be able to do in this unit. They are divided into three groups. You should complete one activity for each group of objectives.

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Performance Objectives

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Without reference, identify with 100 percent accuracy the licenses required for operation of your camp according to state and/or local statute.
2. Without reference, you should be able to cite a minimum of five certificates of operation, insurance and/or records required for the safe operation of your camp. A minimum of two of the above should pertain specifically to the operation of a camp for physically handicapped children.

Learning Activities

(This is what you need to do to complete the behavioral objectives.)

Individualized Activities	Group Activities
1a. Develop a resource file of regulation booklets and materials for your state. Collect materials concerning licensing of residential recreational camps within your state. e.g. <u>In New Hampshire and Licenses For Juvenile/Recreational Camps.</u> 1b. Collect materials on your state's regulations for insurance, health standards, transportation, i.e. transportation of school age children, vehicular and operator licenses. 1c. For additional information, read: <u>Youth Care Safety and Health: Suggested State Statute and Regulations.</u>	1e. Invite a representative of ACA to speak to a group of camp directors concerning regulation and licensure of camps. 1f. Invite representatives from various regulatory agencies (public health) to visit your camp and have them provide you with information relative to local/state requirements, safety and emergency procedures. 1g. Have a representative from your camp insurance company meet with you, at the campsite, to discuss legal ramifications and comprehensive insurance needs including building, property, liability, vehicle, malpractice, and other insurance coverages.

Individualized Activities

Rodney, L.S. and Ford, P.M.
"Camp Insurance," Camp
Administration.

Rodney, L.S. and Ford, P.M.
"Health and Safety", Camp
Administration.

- 1d. Call the following agencies for the purpose of procuring information, written materials, applications, etc. to insure your camp's compliance with all legal requirements within the state:

- Local/State Health Department (Public Health)
- U.S. Department of Agriculture -O.S.H.A.
- Department of Public Safety fact simile
- State Board of Nursing Education Registration
- Local Fire Department
- State Department of Environment Security

Develop a checklist of legal requirements, fact sheet, property inspections and general manuals developed. This should be accompanied by appropriate dates, references and any other information that would provide a helpful reminder.

Periodically review the above checklist and manuals and make presentations to various persons, including staff, as a constant refresher.

Group Activities

- 1h. Attend seminars, conferences, workshop sessions sponsored by ACA or other camping organizations pertaining to legal operating requirements.

Performance Objectives

3. After reviewing at least two references concerning common risks and hazards in camps, you must develop an inspection checklist to include consideration for both natural and man made hazards. The checklist should identify a minimum of ten potential natural risks and hazards and ten potential man made risks/hazards. A minimum of five of the risks/hazards identified should relate specifically to participation in a recreational activity by a physically disabled camper.
4. Without reference, demonstrate your ability to develop a method to eliminate or avoid risks and hazards by specifying written procedures for at least two of the following:

- hazardous weather conditions
- fire
- hazardous geographical/topographical conditions
- contact with electrical, motorized or mechanical equipment/vehicles
- high risk activity

Each procedure should specify a minimum of two additional considerations that must be given due to the physical disabilities of campers.

Learning Activities

Individualized Activities

- 2a. Survey a group of five camps in your area for the purpose of developing a comprehensive list of potential natural and man made hazards in your area. From the list, develop a comprehensive inspection checklist for hazards and develop written procedures for two of those hazards. Samples of materials developed by various camps are included in the readings section.
- 2b. Procure a geological survey and topographical map of your camp properties and analyze for soil type, water

Group Activities

- 2d. Have a group of physically disabled persons visit-tour your facilities and properties for the purpose of assisting you in developing procedures for eliminating/minimizing hazards.

Individualized Activities	Group Activities
conditions, etc. 2c. On an aerial photo or drawing of your camp properties, identify in an easily understandable way methods to eliminate or minimize potential natural and man made risks and hazards.	

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Performance Objectives

5. Given a specific emergency situation (e.g. fire, hurricane, epidemic, etc.), identify without reference, the procedures that would be followed for:

- evacuation from affected area
- assembly to safe/designated area
- procuring external assistance, e.g. medical, police

The procedures must identify specific responsibilities of various staff members, and must list alternative approaches to account for all contingencies in relationship to the emergency, e.g. blocked exits, downed power lines, non-ambulatory campers, etc.

6. Given an emergency situation where a camp property, you will identify a minimum of five procedures that must be followed as standard procedure. You will identify these procedures without reference.
7. After reading "Search and Rescue for Persons Lost, Missing or Runaway." You should develop your own procedures for lost, missing or runaway campers for your camp.

Learning Activities

Individualized Activities	Group Activities
3a. Review examples of "Disaster Procedures" and "Search and Rescue Procedures." Compare them to your camp's procedures and make suggestions for improvement in your camp's procedures. 3b. Collect written emergency procedures of at least five (5) other camps and compare them to your own. Incorporate appropriate procedures into your own plans. 3c. Draw a simplified map depicting procedures and routes for emergency assembly and/or	3e. Share your emergency procedures for transportation and other out of camp activities with other camp directors, transportation experts, etc., asking them to critique them and to provide you with appropriate input. 3f. Review the American Camping Association <u>Standards for Accreditation of Camps</u>. Develop materials pertaining to this unit of instruction, in accordance with ACA Standards, for

Individualized Activities	Group Activities
evacuation for your camp. 3d. Contact the local school department transportation director for information pertaining to emergency procedures utilized by school districts in transporting children to and from school.	disaster procedures, procedures for search and rescue for persons lost, missing or runaway. 3g. Conduct a mock search for a lost, missing or camper following your camp's written procedures. Evaluate the effectiveness of your procedures.
Evaluation Criteria Turn to the yellow section and complete the post-test. Remedial Activities 1. Numerous readings are identified in the resources section of this module. Select those readings for the objectives for which you require additional information. The various codes and standards booklets identified will be of invaluable assistance in areas of competency deficiency.	

**Unit 6.1 Establishing Policies and Procedures Concerning
Safety Supervision**

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3. Risks and Hazards to Humans
4. Disaster Procedures
5. Health and Accident/Emergency Procedures

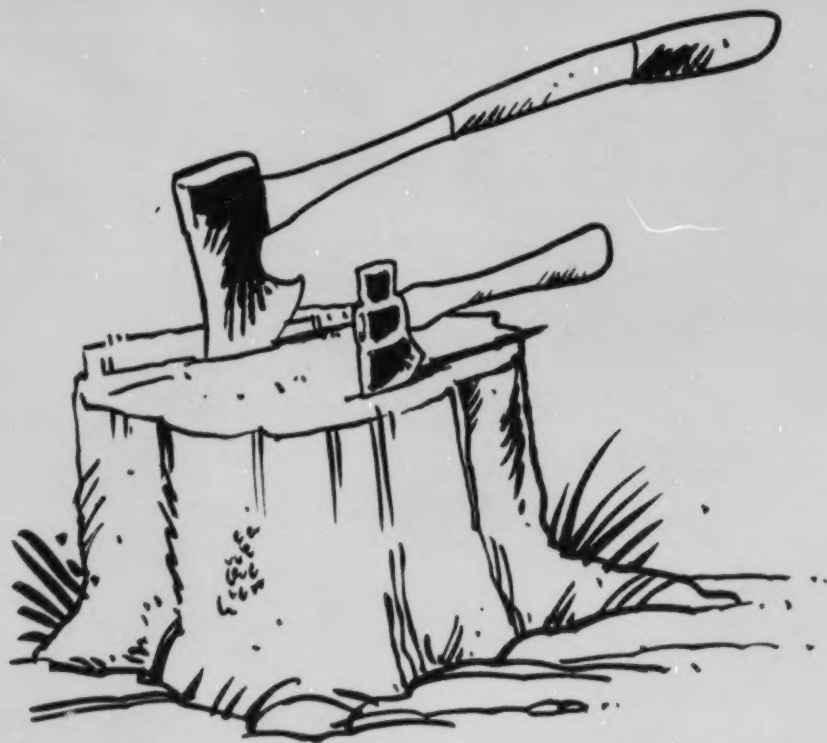
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Readings



Unit 6.1

MANUSCRIPT

Establishing Policies and Procedures Concerning Safety Supervision Compliance with Legal Requirements

Operation of the modern organized camp cannot be left to chance. No longer can the camp director assume a simplistic approach to safety regulations and procedures governing the multiplicity of operations of the camp. We now live in a litigation-conscious society, a society that no longer is willing to leave the safe care of children to the "good judgement" of camp directors. The "in loco parentis" term is more significant today than ever before. The evidence of this new consciousness is evidenced in many new state laws regulating camp operations, pending federal legislation that would require all states to implement minimum safety standards in camps and by a recent and continuing effort on the part of the American Camping Association in strengthening standards for the accreditation of organized camps.

Most states presently require a license to operate an organized camp within the state, with the license often being predicated on the passage of safe water supply and condition. Increasingly, however, states are requiring such licenses or certificates as required for registered nurses, food service licenses, meeting OSHA standards, fire permits, and antipest control verification.

Maintaining sufficient insurances and keeping proper records are two additional major concerns of camp directors regarding safety supervision. Comprehensive insurance policies including liability, fire, theft, major medical and accident, workmans compensation and non-ownership vehicles must be a high priority of the camp director. Malpractice insurance for camp

directors is no longer unheard of, and each camp director should assess his local situation in determining his needs in this area. Camp records are essential, and a system of procedures to insure the proper entry, maintenance and preservation of records during the statute of limitations must be implemented.

Prior to any upcoming camp season, the prudent camp director will make certain that the necessary licenses, certificates of operation, insurances and records are in order.

Facility Inspection for Risks and Hazards

The very nature of the typical camp environment necessitates careful consideration on the part of the camp director to insure that camp properties are maintained in proper condition through a systematic inspection procedure. Although statistics have shown that more hazards and in fact more accidents take place around the home than at camp, the camp operator is much more vulnerable to legal action should an accident occur as a result of negligent property upkeep. In many cases, an inspection checklist would identify more man made or produced risks/hazards than risks/hazards inherent in the environment itself. As each year passes, man made hazards/risks increase, while natural hazards generally remain rather constant. With each passing year, a building or piece of equipment gets older and more vulnerable. Each time a new area is opened, facility built or equipment purchased, new risks are created. Man made risks/hazards have increase tremendously in recent years as a result of increased technology and automated equipment. The camp director should weigh each new acquisition carefully with regard to its potential benefit as opposed to the new risk or hazard that it might create.

Procedures for Eliminating or Avoiding Hazards

In each item identified as a potential risk or hazard an accompanying procedure and plan of action must be developed. Particularly in regard to the potential contact by persons during camp sessions, specified written procedures must be prepared. Much attention should be placed on the avoidance and/or minimizing of contact of known hazards during staff training and orientation programs. Without the full knowledge, understanding, and cooperation of staff, written procedures for the elimination and/or avoidance of risks and hazards will be useless.

The camp director should plan on expending a certain percentage of the operating budget each year not only on the elimination of obvious risks and hazards but also on a master plan of preventative maintenance.

Procedures to be Used in Emergencies

Emergency procedures for such contingencies as fire, severe weather conditions, accident or missing persons are of extreme importance. In camps serving physically disabled children, emergency procedures must be detailed and specific in order to quickly and safely provide for the welfare of children with severe mobility limitations. It is imperative that each staff member understand his responsibility in any potential emergency situation. During the staff training period, critical incident exercises, simulated emergency situations and role playing exercises should be employed to insure staff understanding of their roles.

Even though taking a written test on proper emergency procedure execution might seem too academic to some camp directors, it should not be discounted as a method of emphasizing the importance of staff responsibility and knowledge of emergency procedures.

Establishing Policies and Procedures Concerning Health Supervision
Compliance With All Legal Requirements

As is the case with camp safety, compliance with health care regulations and the development of an adequate system of health supervision must garner considerable attention and high priority on the part of the camp director.

Camps that serve persons with physical and medical problems must be exceedingly thorough in assuring not only that legal requirements are met but that all phases of the camp health program are adequate in protecting the health of those more vulnerable to disease and illness. Camps obviously do not exist in a sterile environment and in fact are often located in areas highly susceptible to insect and rodent problems, food preservation difficulties and are susceptible to being affected by the vagaries of weather. Often times, state licensure is not dependent on such things as passing termite inspections, maintaining similar food service standards as commercial restaurants and requiring registered nurses on site. In these cases it would behoove the camp director to take it upon himself to meet the minimal licensure requirements in existence for other agencies/institutions such as hospitals, restaurants, schools and private dwellings. In the short run or most certainly the long run, extra precautions in the area of health protection and coverage would pay off.

In preparing for an effective system of health supervision, the camp director must insure that all pre-camp health considerations are covered with the utmost of care. This would include, but not necessarily be limited to the following:

1. Insurance Coverage

- a. human coverages-major medical, health, liability, accident, workmans compensation

- b. property coverages-buildings, properties, vehicles, non-owned vehicles.
- 2. Campers
 - a. pre-camp health examination completed
 - b. waiver/release forms signed
- 3. Staff
 - a. pre-camp health examination completed (releases signed by parents of staff under 18 years of age)
 - b. proper credentials of selected staff-RN, First Aid, CPR WSI, et. al.
- 4. Inspections
 - a. equipment-worn, faulty, new
 - b. all properties-rodents, insects, other natural hazards
 - c. buildings-electrical, sewage, plumbing, foundations, swimming pool, et. al.

Systems of Continuing Health Supervision

Developing a system of health supervision is no easy task if properly developed and maintained on an ongoing basis. Written procedures must not only be specific and concise in nature, but must be easily understandable and written in a way to facilitate easy implementation and effective execution.

The most critical aspect of the ongoing health supervision program is the amount of cooperation and understanding on the part of the camp staff. When an emergency situation arises, spontaneous action and reaction on the part of many people could determine the difference between tragedy and averting one. Spontaneous action or reaction will in large part depend on how knowledgeable staff are about potential emergency situations and the degree of seriousness that is associated with emergency procedures during the training

sessions.

The camp director should not hesitate to seek out the advice and counsel of persons and organizations external to the camp for assistance in the development and maintenance of an effective program of health supervision. Physicians, nurses, pharmacists, biologist, entomologists, geologists, plumbers, electricians, dieticians, nutritionists, physical, occupational and recreation therapists among others could be valuable resources. The U.S. Department of Agriculture (Cooperative Extension Service, Food and Nutrition Service, et. al.), hospitals, state nursing board, local pharmacies, professional organizations (ACA, NTRS, AMA, etc.) consumer organizations (MDA, Easter Seal, etc.) are among organizations that would be willing to assist and support the camps health supervision program in various ways.

As in the area of safety supervision, an adequate health program is essential in order for the camp to cover itself in potential suit and liability cases. The accurate maintenance of health records (medications, infirmity visitation log, physical exams, surgical release and photographic waiver forms) for the statute of limitations is a must!

The health supervision is the primary responsibility of the camp director, and although he will most likely delegate much of the direct supervisory responsibility to such people as the camp nurse, food service director, maintenance director and program director, the ultimate responsibility is his. He must be certain that the program is being implemented fully, competently and continuously.

Unit 6.1**Risks to Humans-Hazards**

Camp Allen, Inc.

I. Hilly and Sandy Terrain**A. Identification of risks**

1. Hazard to movement of non-ambulatory and ambulatory but dependent campers.

B. Regulations to minimize risks

1. Wheelchairs will not be left unattended on hills or on the top edge of hills.
2. Ambulatory campers will be encouraged to use asphalt path to and from pool. Staff with non-ambulatory campers will use road only when going to pool, and will be encouraged to use asphalt path when ascending from pool area. Staff will not use path when taking non-ambulatory campers to pool.
3. Non-ambulatory campers will not enter or leave pool area without assistance from a staff member.
4. Ambulatory campers will be encouraged to use railing on asphalt path to pool.
5. Non-ambulatory campers will not be housed in that cabin called the Hollow, and will be prohibited from using the path to that building.
6. Non-ambulatory and ambulatory but dependent campers will be encouraged to use the asphalt path to the activity areas.
7. When moving non-ambulatory campers down hills or through sandy or high terrain, the staff member will precede the wheelchair, wheeling the wheelchair backwards.
8. Staff members will always keep wheelchairs under control and move with caution when on hills or in sandy or rough terrain.
9. Wheelchairs are prohibited on hill to Foster Field.

II. Wheelchair Ramps**A. Identification of risks**

1. Ramp grades hazardous to movement of wheelchairs and ambulatory but dependent campers.

B. Regulations to minimize risks

1. When descending ramp, staff member will precede wheelchair, rolling wheelchair backwards.
2. Staff pushing wheelchair will do so at reasonably slow speed on ramps, using utmost caution.

3. Staff members will not ride on back of wheelchair.
4. Campers will under no circumstances push wheelchairs on ramps without permission and prior approval from the Camp Director.
5. Staff members approaching end of ramps will do so with caution, being sure to notice door thresholds, transition area between ramp and ground and other traffic on ramp.
6. Physically disabled but ambulatory campers will use railings for assistance on ramps, and will always be assisted by a staff member if necessary.
7. Staff members will report in writing and verbally to the Director of Maintenance any hazards to safety on ramps such as broken or loose railings.
8. Proposed additional safety provisions.
 - a. Addition of midrail to all ramp railings
 - b. Addition of curbing to all ramp railings
 - c. Non-slip print or rubber mats on ramp surfaces

III. Road into Camp

- A. Identification of risks
 1. Used by both vehicular and pedestrian traffic.
- B. Regulations to minimize risks
 1. Ambulatory campers will use asphalt path to pool.
 2. Staff with non-ambulatory campers will be encouraged to use asphalt path when ascending from pool area.
 3. Pedestrian traffic on road will use left hand side descending hill and the same side of road when ascending. Other side is blind.
 4. All pedestrian traffic on road will come to a complete halt at the approach of a vehicle.
 5. None other than delivery vehicles will be allowed to pass into the camp beyond the two large dormitories at the top of the hill. (Seabee I and Seabee II)
 6. Staff members observing private automobiles passing beyond dormitories into camp will politely ask driver to park vehicle in parking lot below dormitories.
 7. Campers will not use roadway beyond dormitories unless accompanied by a staff member.
 8. Staff members backing autos onto road from parking lot will check first for presence of pedestrian traffic and then proceed with caution.
- C. Proposed additional safety provision
 1. Sign prohibiting passage of private autos beyond dormitories.
 2. "Slow Children" sign on road into camp.
- D. Proposal for elimination of hazard
 1. Construction of protected sidewalk along edge of road.

IV. Swimming Pool

- A. Identification of Risks
 - 1. Deep Water
- B. Regulations to Minimize Risks
 - 1. Unaccompanied campers will not be allowed in the pool area.
 - 2. Gates on swimming pool fence will be secured and locked in closed position when area is unattended.

V. Swimming Pool Filter House

- A. Identification of Risks
 - 1. Poisonous chemicals
 - 2. Explosive chemicals
 - 3. High voltage electrical service
 - 4. Danger of electrical shock
- B. Regulations to Minimize Risks
 - 1. The pool filter house is off limits to all campers and staff members with the following exceptions:
 - a. Director of Maintenance
 - b. Director of Camp
 - c. Aquatics Director
 - d. Aquatics staff appointed and instructed in use of equipment
 - 2. Filter house door will be locked at all times.
 - 3. No Smoking in filter house.
 - 4. Rubber soled shoes will be worn by anyone entering filter house.
 - 5. In case of an accident in which water accumulates on floor, all electrical equipment will be shut down at the panel board by operator standing on stairs before that person attempts to enter water to rectify problem.
 - 6. Chemicals will be used only in accordance with printed instructions.
 - 7. All containers of poisonous or volatile chemicals will be securely closed. Empty containers will be disposed of according to manufacturer's instructions.
 - 8. Any equipment malfunctions or life safety hazards will be immediately reported to the Director of Maintenance, both in writing and verbally. Concerning life safety hazards, personnel will not re-enter building until instructed to do so by the Director of Maintenance.

VI. Laundry Room

- A. Identification of Risks
 - 1. High Voltage
 - 2. Danger of Electrical Shock

B. Regulations to Minimize Risks

1. Unaccompanied campers will not enter laundry room. Laundry room will be locked when not staffed.
2. No staff member, with the exception of the Director and the Director of Maintenance, will attempt to manipulate electrical panel boards.
3. Shoes will be worn at all times.
4. Personnel using equipment will attempt to keep floor dry at all times.
5. Rubber mats will be in place in front of all washers and dryers at all times. Operators will not touch any machine if not standing on a rubber mat.
6. Any equipment mal-functions or life-safety hazards will be immediately reported to the Director of Maintenance, both verbally and in writing. Concerning life-safety hazards, personnel will not re-enter building until instructed to do so by the Director of Maintenance.

VII. Booster Pump House-Under Water Tower

A. Identification of Risks

1. High voltage Electro-Mechanical Equipment

B. Regulations to Minimize Hazards

1. Doors will be in place and locked at all times.
2. Building off-limits to all with the exception of the Director and the Director of Maintenance.

VIII. Water Tower

A. Identification of Risks

1. High Voltage Equipment
2. Danger of Fall if attempting to climb

B. Regulations to Minimize Risks

1. Water Tower off limits to all personnel with the exception of the Director and the Director of Maintenance.

IX. Main Pump House

A. Identification of Risks

1. High Voltage Equipment

B. Regulations to Minimize Risks

1. Door will be locked at all times.
2. Building off limits to all with the exception of the Director and the Director of Maintenance.

X. Main Boiler Room

A. Identification of Risks

1. High Voltage Electrical Equipment
2. High Water Temperature Heating System

3. Storage of potentially dangerous Mechanical Equipment.
- B. Regulations to Minimize Risks
 1. Boiler Room will be securely closed at all times.
 2. No equipment will be removed from the boiler room without permission from the Director of Maintenance.
 3. No one with the exception of the Director of Maintenance and the Director will attempt to repair or manipulate in any manner any of the equipment in the boiler room.
 4. Electric Panel Boards will be closed at all times.
 5. Any equipment malfunctions or life-safety hazard will be immediately reported to the Director of Maintenance, both verbally and in writing. Personnel will not re-enter building until instructed to do so by Director of Maintenance.

XI. Seabee I, Seabee II, Home Ec., Kitchen, Director's Cabin

- A. Identification of Risks
 1. Gas burning water heating equipment, danger or explosion and fire.
 2. Gas heating units-Main Building.
 3. Oil burners-Seabee I and Seabee II.
- B. Regulations to Minimize Risks
 1. No staff members, with the exception of Director of Maintenance and Director, will attempt to manipulate, repair, light or otherwise tamper with gas-burning or oil-burning equipment.
 2. Staff members will insure that no campers attempt to manipulate gas-burning or oil-burning equipment.
 3. Gas ranges in Home Ec. facility will not be left unattended when in use.
 4. Equipment malfunctions will be immediately reported to the Director of Maintenance, both verbally and in writing.
 5. Areas around water heaters will be kept clear of debris. Combustible materials will not be stored closer than 18" to water heaters.
 6. Gas odors will call for the immediate evacuation of the facility involved, by all personnel, and the immediate notification of the Director of Maintenance and the Director. No personnel will attempt to re-enter the facility until instructed to do so by the Director of Maintenance.

C. Additional Safety Provisions

1. Installation of locked enclosure around gas-burning boilers in Seabee I and Seabee II.

XII. All Areas With Shower Facilities

A. Identification of Risks

1. Chance of non-ambulatory campers being burned by hot water while in shower.

B. Regulations to Minimize Risks

1. Staff members will never leave non-ambulatory campers unattended in shower stalls when shower is on.
2. Staff members planning to use water, especially cold water, in the same facility will warn those using showers of the intention.

C. Additional Safety Provisions

1. Installation of constant temperature control device or high limit temperature control devices in all showers.

XIII. Kitchen

A. Identification of Risks

1. Potentially dangerous mechanical equipment
2. Wet floor at certain times-slippery floor-danger of falling

B. Regulations to Minimize Risks

1. Only kitchen personnel will use mechanical equipment such as meat slicer, large mixer, potato peeler.
2. Safety equipment on meat slicer will be in place at all times.
3. Mechanical equipment will not be left running unattended.
4. Mechanical equipment will be unplugged from electrical outlet when not in use.
5. Dishwasher will be used only by regular kitchen personnel and staff members instructed in its use.
6. Kitchen personnel will attempt to keep kitchen floor reasonably dry and grease-free at all times. Liquid spills and water discharge from dishwasher will be immediately mopped up.
7. The kitchen will not be used as a short-cut by staff members to activity areas, without approval of cook.
8. Campers will be prohibited from the kitchen at all times.
9. Staff members, unless assigned, will not enter kitchen during heavy working periods (preparation of food, dishwashing). All requests for extra food at meals will be made through kitchen counter window.
10. Equipment malfunctions will be immediately reported to the Director of Maintenance, both verbally and in writing.
11. Staff members will be instructed in the use of extinguishers during orientation, and are responsible for knowing the location of these extinguishers in whatever buildings they are normally in.
12. Tampering with fire extinguishers by anyone is strictly prohibited.
13. Fire extinguishers will be checked weekly by the Director of Maintenance for proper charge and signs of tampering.

14. Any signs of malfunction of fire extinguishers will be immediately reported to the Director of Maintenance, both verbally and in writing.
15. Location of fire hoses (south, east and west corners of Foster building and north-east corner of Seabee II) will be known by all staff, especially supervisory staff members. Tampering with fire hoses and controls by anyone is strictly prohibited. Signs of tampering or malfunction will be immediately reported to the Director of Maintenance, both verbally and in writing. The Director of Maintenance will make weekly inspections of fire hoses and controls.
16. Type B-C extinguishers will be in place in the following locations, in the following number:
 - a. 2 in main kitchen at exits
 - b. 1 in Home Ec. facility at exit
 - c. 1 in boiler room at exit
 - d. 1 in pool filter house at exit
17. All extinguishers will be recharged and checked annually, or according to manufacturer's instructions.

XIV. Forest Areas Surrounding Camp Area

- A. Identification of Risks
 1. Campers wandering from camp--becoming lost in the woods.
 2. Fire in the woods.
- B. Regulations to Minimize Risks
 1. Campers will not be allowed to leave camp without attendance by a staff member.
 2. Department heads will account for all campers in a particular activity session by making a verbal roll call or a visual count.
 3. Living Unit personnel will be able to account for all campers at all times, whether in the living unit or in a program area.
 4. In the event that a camper is found missing from either a living unit or a program area, an immediate report will be made to the Director or his designee.
 5. Smoking is prohibited, except in designated areas.

XV. Wood Frame Buildings

- A. Identification of Risks
 1. Fire
- B. Regulations to Minimize Risks
 1. Candles will not be used anywhere on the camp grounds with the exception of special programs approved by the Director. Possession for ornamentation is permissible.
 2. Ash trays will be present and used in designated smoking areas. Staff members will not smoke in bed.
 3. Campers under 18 are prohibited from having matches and lighters and shall not be allowed to smoke anywhere on the camp premises.

4. Staff members will not be allowed to install more than one multiple outlet adapter, or extension cord per standard duplex outlet.
5. Staff members will use only extension cords in good condition. Cords with damaged plugs, skinned insulation, etc. are prohibited. Cords not supplied by the camp will be inspected by and approved by the Director of Maintenance before use. Use of more than one cord in series will be approved by the Director of Maintenance, before installation.
6. High-voltage equipment (hot plates, portable refrigerators) will not be used in living areas.
7. Lamp shades, either purchased or hand-made, will not be installed on standard ceiling lights without approval of Director of Maintenance.
8. Staff-owned electrical equipment having damaged plugs, skinned wires or loose connections will not be used.
9. Electrical equipment malfunctions will be immediately reported to the Director of Maintenance. Equipment involved will be taken out of service until repaired or inspected and approved for reinstallation by the Director of Maintenance.
10. At least one Class A fire extinguisher will be installed in each building near the exit. Fire extinguishers will be visible at all times. In larger buildings, additional fire extinguishers will be installed such that no area is more than 50 feet from an extinguisher. Additional extinguishers will be installed near exits, and will be visible at all times.

XVI. Paint Shed

- A. Identification of Risk
 1. Flammable liquids
- B. Regulations to Minimize Risks
 1. Paint shed will be locked at all times.
 2. Only those individuals authorized by Director of Maintenance will be allowed to remove or use materials in this building.

Unit 6.1**Transportation Safety**

Camp Allen, Inc.

I. Method of Transportation

- A. On camp field trips, campers will be transported only in the camp bus, or in other vehicles specifically approved for the occasion by the Director. Under no circumstances will open-bedded vehicles be considered. EXCEPTION: In case of a health emergency, campers may be transported to a hospital or first aid facility in any vehicle designated by the Health Director and Nurse.
- B. The camp bus will be equipped at all times with the following items:
 - 1. fire extinguisher
 - 2. flares and reflectors
 - 3. wheel checks
 - 4. first aid kit
 - 5. flashlight
 - 6. any other items that state regulations may require
- C. The bus driver will make an inspection and insure that the bus is in safe operating condition prior to each departure from the camp. The following items will be checked for proper operation on the premises:
 - 1. all running lights, brake lights and signal lights
 - 2. tires
 - 3. horn
 - 4. water and oil
 - 5. windshield wipers
 - 6. service and emergency brakes
 - 7. exhaust system
 - 8. safety equipment listed in I-B

II. Supervision

- A. The Program Director or designate will insure that enough staff members are assigned to field trips to insure proper physical care of all campers and proper supervision of all activities, and that a trip leader is assigned. In all cases, at least one staff member will be assigned for every non-ambulatory camper.
- B. The trip leader has the ultimate responsibility and authority for all activities on field trips.
EXCEPTION: In health emergencies, the Health Director or Nurse is the authority and may dictate any reasonable course of action.
EXCEPTION: In transportation emergencies (vehicle hazards, accident, unsafe driving conditions, etc.) the bus driver has the ultimate responsibility and may dictate any reasonable course of action.

III. Loading and Unloading

- A. No camper will be allowed to board the bus until at least one staff member is on board. No camper will be allowed to leave the bus without the supervision of a staff member.
- B. Campers will not sit in the drivers seat or handle controls.
- C. Heavy non-ambulatory campers will board through the rear door using the wheelchair ramp. In rear door boarding of campers the ramp is used and must be used except in emergencies.
- D. When the wheelchair ramp is used, the driver will insure that it has been placed properly before allowing its use.
- E. When the wheelchair ramp is used:
 - 1. One staff member each will position himself on the ramp at both top and bottom ends to insure stability.
 - 2. Three staff members will transport the wheelchair over the ramp: one behind the chair, making sure to support the head, and one each on either side of the wheelchair.
 - 3. At least one additional staff member will be inside the bus to assist in safe entry or exit through the door, and to transport the camper to a seat.
- F. The trip supervisor will insure that all non-ambulatory campers and any others needing support are securely strapped into seats with safety belts.
- G. The trip supervisor will insure that all campers needing additional support are seated with a staff member.
- H. The trip supervisor will verbally call roll before departure.
- I. All wheelchairs will be stored in safe positions not blocking aisles before departure.
- J. The trip leader will insure that the bus is not loaded beyond its maximum safe carrying capacity--three to a seat; total of 54.

IV. Trip Safety: Bus in Motion

- A. All campers and staff will be seated facing forward while the bus is in motion. Staff members may leave seats to assist campers.
- B. No campers or staff will be allowed to extend arms or legs out of windows, hang out windows or throw materials out of windows.
- C. No objects will be thrown inside of bus.
- D. No staff member out of his seat to assist campers will be allowed forward of the rear of the drivers seat while bus is in motion.
- E. All doors will be closed while bus is in motion.
- F. At highway stops, no campers will leave the bus unaccompanied by a staff member. To avoid confusion, all other campers will remain seated.
- G. At times of stress, i.e.: heavy traffic, parking, bus driver lost, etc., the bus driver may ask for peace and quiet. Staff members will comply with his wishes and insure that campers do also.

- H. No smoking on the bus.
- I. Vehicle Emergency Situations: breakdown, accident, weather.
 - 1. All staff members will immediately comply without question to all directives given by the bus driver.
 - 2. If ordered to disembark, staff and campers will assemble in a group under the supervision of the trip leader at a safe distance from traffic and other hazards.
 - 3. Staff members will remain calm and do their best to insure that campers remain uninvolved and calm also.
 - 4. The Camp Director or his designee will be notified by phone as soon as is reasonably possible of any emergency situation or delay caused by an emergency situation.

V. Gasoline

- A. The bus driver will insure that the bus is filled with gas prior to boarding by campers. Under no circumstances should the bus be gassed up just after leaving the camp and with campers on board.
- B. On long field trips, the bus driver will make every reasonable attempt to take on extra gas when the campers are off the bus at the site of the field trip.
- C. Should it be necessary to take on extra gas in transit with campers on board, no campers will be allowed off of bus for restrooms while bus is at gas pumps. Care should be taken to see that no cigarette or other igniting materials are used by either staff members or service station personnel, in the immediate vicinity of the bus.

Unit 6.1

Disaster Procedures

Camp Allen, Inc.

I. Fire

The wood-frame type structures which comprise this facility serve as excellent fuels for fire. The physical disabilities of many of our campers makes evacuation a slower than reasonable process. The distance of the camp from the nearest fire department, which is staffed by volunteers, makes life-saving assistance a moot issue. Most of the buildings would burn so quickly in a large fire that personal injury and even death might be inevitable. Our present source of protection from this type of calamity is prevention. All staff members are responsible for reading and practicing the regulations in Sec. 4, Item XV. In case of a building fire, the following procedures will apply.

A. Initial Steps-notification of the occupants and attempts to extinguish fire.

1. All fires-that person first noticing fire will yell "FIRE" loudly a number of times or until occupants become aware.
2. Smaller Contained Fires-wastebaskets
 - a. Attempt to extinguish fire using nearest fire extinguisher
 - b. Apply stream to base of fire if possible.
3. Electrical Fire
 - a. Do not attempt to handle burning electrical appliance, serious shock could result. Unplug cord, holding by plug itself if possible with one hand.
 - b. If type B-C (or foam) extinguisher is available, attempt to extinguish fire.
 - c. If only type A (water or soda and acid found in all buildings) extinguisher is available, do not attempt to extinguish unless appliance is unplugged.
4. Flammable Liquid-small or contained
 - a. If type B-C extinguisher is available, attempt to extinguish fire.
 - b. If only A extinguisher is available, do not use on fire. Water could spread flammable liquid.
5. Larger Advanced Fire-building floor, walls, curtains, ceiling.
 - a. Attempts to extinguish with hand extinguishers would be futile. Leave building.

B. Evacuation of building and notification of camp

1. Upon hearing shouted alarm "FIRE", smoke or alarm buzzer, staff members will begin evacuation of building, without any hesitation. Don't leave without a camper. Nearest exit

door should be used unless blocked by fire. Second exit door, if available, should be used, or windows if door not available or blocked. Attempt to pull out screens. If resistance is encountered, kick out screens. Ambulatory campers should be ordered to nearest safe exit. Non-ambulatory campers should be carried by whatever means available. Safe and comfortable transport of non-ambulatory campers is important, but of secondary importance in a fire evacuation. If forced to evacuate campers through windows, staff members will not wait for assistance to move campers safely to ground. A delay such as this can cost lives. Campers will be pushed through windows as quickly as possible, feet first if possible. Staff members should do utmost to curtail their own feelings of panic and panic in others. If smoke is heavy, stay near floor.

2. The first person out of building will pull the nearest fire alarm box (located at north-east and south-east corners of Main building) if camp alarm has not already been sounded, and return to scene of fire. Heroics are for movies. Once having left a burning building, sound judgment should be used for next step. If fire is not visible or is not immediately threatening, staff members should re-enter building to assist in evacuation. If re-entry of building is impossible and likely to end in failure, staff on outside should aid campers in movement away from building or aid in evacuation through windows from the outside.
3. Upon hearing camp-wide fire alarm:
 - a. Health Director, Program Director or Program Assistant should notify Fire Department by phone. All others should stay off the phones. That person notifying fire department should indicate camp name, location (off Back River Road), name of person calling, and whether fire is noticeable or whether calling in response to alarm, but fire not visible.
 - b. Living unit staff and program area staff in facilities not immediately affected by fire should begin immediate evacuation from all buildings. Stay with campers.
 - c. All other supervisory staff members will report to scene of fire to assist in evacuation of that facility, assist in care of injured, or to attempt to extinguish fire using exterior fire hoses if safe evacuation of campers and staff has already been accomplished. Program Director and Program Assistant will report before the above to the evacuation area to take charge and begin accounting for all campers and staff especially those from that building immediately affected. Supervisory staff members will follow instructions given by Director and/or Director of Maintenance. Under no circumstances will staff members enter building in attempting to extinguish fires.

4. Evacuation of area and reassembly of campers.

- a. Upon evacuation of buildings, all campers will be moved to north-east corner of playing field near swings by the safest route. Be watchful for emergency and fire vehicles. All efforts will be made to assemble campers and staff by whatever grouping they were in when alarm was sounded. Department heads, or dormitory heads will attempt to account for campers in their group by verbal roll call or visual inspection if the first is not possible. Other staff members will assist in this effort and attempt to keep campers calm. No staff or campers will leave this area unless instructed to do so by Program Director, Director of Director of Maintenance. Individual unit heads will report campers or staff not accounted for to the Program Director. The Program Director will send one counselor to report to the Director or the Director of Maintenance in his absence, on the final camper and staff count. If any staff or campers not accounted for are from the facility actively involved in fire, efforts will be made to locate them in immediate area or in building if possible to enter. If unable to locate at fire scene, staff members will be questioned as to last known whereabouts. If still unable to locate missing staff or campers, camp-wide search will be activated by the Director and manned by supervisory staff after arrival of Fire Department.

- b.* Note on location of evacuation area.

The evacuation area designated as that open area in the playing field in front of the swings has been chosen because of its open location, location away from buildings, and accessibility from most facilities without crossing paths that might be used by arriving emergency vehicles. In the event that a fire is in a building in immediate proximity to that area, such as the Nature Pavilion or the Store House, or that attempting to reach that area would constitute undue risk and hazards to health, the next best open area should be utilized. In most cases, that area would be the new recreation field beyond the pool. Personnel moving to that area should be aware of the fact that they will have to cross roads used by emergency vehicles. Also, in a large fire, the swimming pool would be a major source of water to fight that fire and activity in that area might be heavy. Personnel should not assemble between the swimming pool and the camp proper. If any one group becomes separated from the main evacuation area, the staff member in charge should send a counselor to the main evacuation area to report the location of that group and to account for staff and campers to the Program Director.

5. Care of the Injured

Health Director and Nurse will report to scene of fire to provide first-aid for any injured staff and campers. In the event that there are no injured at fire scene, Health Director and Nurse will then report to evacuation area to treat injured. If no injured there, Nurse will remain at evacuation area and Health Director will report back to scene of fire for instructions by Director or Maintenance Director.

6. Evacuation of Injured

In the event that staff or campers are injured seriously enough to need immediate evacuation to hospitals, the following will be the general procedure.

- a. The Health Director, or the Nurse in her absence, and the Bedford Fire Department and Rescue personnel will determine degree of injuries by triage. Having done this, the Health Director will determine the order in which injured are to be evacuated.
- b. Those injured needing the most immediate attention will be evacuated by the Bedford Fire Department Rescue Vehicle which will respond with the fire department. Others will be evacuated by secondary rescue vehicles responding at the request of the Bedford Fire Department, by private camp cars or by the camp bus. The number of injuries and the extent of injuries determined by the camp Health Director in consultation with the Director and the Director of Maintenance and the Fire Department will determine which of the above methods are used. Generally, large numbers of the injured needing hospital attention will be transported by the camp bus using camp litters and Fire Department litters placed over the back of seats.
- c. Supervisory staff members will be at the disposal of the Director or Director of Maintenance for assistance in transporting injured by private vehicles or bus. In the event that additional staff members are needed, personnel will be drawn from the ranks. Department Heads and Dorm Heads should remain with that group, staying in camp. Among supervisory staff members, the Program Director, Program Assistant, in his absence, should also remain in camp.
- d. In the event that large numbers are to be evacuated, attempts should be made by the Director or his designee to alert area hospitals via Bedford Fire Department radio network or by phone of numbers of injured to be expected.

II. Forest Fire Posing Threat to Camp

- A. Upon notification of fire, the following procedures will be followed:

1. Camp will be alerted by six short blasts of camp fire horn. Fire Department will be notified by the Program

Director, the Program Assistant, or by the Health Director.

2. Staff members will cease all activities and prepare for evacuation of camp area.
3. Instructions will be given over camp P.A. System.
4. Director and Director of Maintenance will determine whether camp road is blocked, immediately threatened, or will be open for a reasonable length of time. Fire Department officials will be consulted if possible.
5. Determination will be made on whether it is reasonable to evacuate camp over camp road.
6. If camp road is open:
 - a. Campers and staff will be loaded as quickly as possible into camp bus and private vehicles. Wheel-chairs will be left behind. Attempts will be made to move chairs to a safe area.
 - b. Vehicles will leave camp over camp road and rendezvous at Peter Woodbury School at corner of Back River Road and Old County Road.
 - c. Director, Director of Maintenance, and hand-picked skeleton staff will remain at camp to wet down threatened buildings. Health Director, Nurse, and Program Director will leave with evacuation. Program Director will be in charge of evacuation at Peter Woodbury School.
7. If camp road is blocked:
 - a. Campers and staff will be instructed to assemble in middle of new recreation field. Staff will bring as many blankets as possible with them.
 - b. Blankets will be soaked in swimming pool.
 - c. If fire threatens perimeter of evacuation area, or smoke becomes heavy, staff and campers will be on ground and cover themselves with wet blankets.
 - d. Director, Director of Maintenance, and hand-picked staff will attempt to protect perimeter of evacuation area, if threatened, with fire hoses, or will wet down threatened buildings.
8. Procedures for evacuation of injured will be the same as those for a building fire-Sec. I, Item 6.

III. Severe Weather-electrical storms, high wind storms

A. Weather Forecasts

1. The Program Director or the Program Assistant will call the local weather number (669-8500) daily before 10 a.m.
2. Staff members hearing severe weather warnings over local radio or T.V. broadcasts will inform the Program Director or the Program Assistant. Staff members will avoid the possibility of upsetting campers or other staff members by spreading the news.

3. Upon notification of severe weather warning from a staff person, the Program Director or Program Assistant will call weather number for confirmation and update.
 4. Upon notification of severe weather possibility, Program Director or Program Assistant will notify Director and Maintenance Director.
 5. Depending on the severity of expected weather, the Director or Director of Maintenance will notify other supervisory staff, Department Heads and Unit Heads. These people will be cautioned to keep alert for rapidly changing weather patterns.
- B. Procedure for different type of severe weather
1. Thunder Storms
 - a. Darkening sky will signal Department Heads to be prepared to discontinue outdoor activities and move campers.
 - b. At direction of Director or Director of Maintenance, in his absence, the Program Director will curtail normal outdoor activities and order campers and staff to cabins and dormitories or to indoor activity area.
 - c. Upon arrival of storm, staff and campers will be prohibited from leaving living units or indoor activity areas. Program Director or Director of Maintenance will make this announcement over the P.A. Only Director and Director of Maintenance will be allowed outdoors during a storm.
 - d. Staff members will keep campers away from doors and windows, and try to keep upset campers calm by distraction with other activities.
 - C. Severe Electrical and Wind Storms weather warning
 1. Darkening sky will signal Department Heads and/or Living Unit Heads to discontinue normal activities and move campers. At night, lightning slashes in the distance will signal time.
Director or his designee will order all staff and campers to large living units (Seabee I, Seabee II, and Foster dorms). Staff and campers in small units will report to larger dorms as instructed by Director or his designee.
 3. Staff in large dorms will close windows on North or Northwest side of building or on that side of building from which storm appears to be coming.
 4. Upon arrival of storm, staff and campers will be prohibited from moving from large dorms. Announcements will be made over the P.A. System.
 5. Only Director and Director of Maintenance will be allowed outdoors during storm. Staff and campers will stay indoors until released from the restriction by Director.

6. Staff members will keep campers away from doors, windows, electrical outlets, and switches, and try to keep upset campers calm.
7. In the event that one of the large living units is struck by lightning, the Director or Director of Maintenance will immediately make efforts to assess damage, possibility of fire, or other hazards to personnel. Unless fire is visible after lightning strikes, staff will not evacuate building unless ordered to do so by Director or Director of Maintenance but will remain ready to do so. (NOTE: Most lightning strikes on buildings in this camp will be on spot lightmasts and not on building itself.) If lightning strikes a spot lightmast, it will usually go to the ground without damaging the building or starting a fire.
8. In the event of fire after lightning strikes:
 - a. Only that building on fire will be evacuated.
 - b. General fire alarm will be sounded.
 - c. Program Director, Health Director or Program Assistant will notify the Bedford Fire Department.
 - d. Supervisory staff will respond to aid in evacuation to nearest large dorm. Health Director and Nurse will respond to that dorm.
 - e. Staff and campers in other buildings will remain where they are.
 - f. Movement out of doors will be limited to efforts necessary to evacuate that building on fire. Supervisory staff will not attempt to fight fire while severe electrical storm is in progress.
 - g. Procedures for evacuation of injured will be the same as that for building fire Sec. I, Item 6.
 - h. Following storm, Director and Director of Maintenance will assess damage and possible safety hazards, take safety precautions, and brief staff members on possible hazardous situations before releasing personnel from confinement of buildings.

Unit 6.1 Search and Rescue Procedures for Persons Lost, Missing or Runaway

Camp Allen, Inc.

Procedure

1. All persons (campers & staff) will be accounted for at the beginning of each activity period by silent or verbal count by the person in charge of the activity. This procedure will be followed rigidly for all daily activities, field trips, special events, evening programs, camp outs and other special activities.
2. On all off-camp activities, counselors and campers will have specific coverage assignments that may be changed only upon approval of the person in charge.
3. Dormitory and cabin heads or their designate will account for each camper by silent or verbal count each time the camper group is present, i.e., night time, rest hour, during cabin activities, between activity periods.

The following procedure will be followed in case of a lost, missing or runaway camper/staff:

1. The person in charge will immediately report the situation to the Camp Director or the designated person in charge during his absence (usually the Program Director).
2. The person reporting the incident will then return to the group and continue the regularly planned activity.
3. The Camp Director/Designate will determine the last known whereabouts of the individual(s) involved by consulting activity and duty schedules and in consultation with appropriate staff.
4. Depending on the situation, the Camp Director/Designate will then make the determination as to the appropriate course of action. These might include the following:
 - A. Activate the camp search and rescue committee consisting of the Camp Director, Maintenance Director, Program Director, Health Director, Special Programs Coordinator, Head Counselor, and Unit Living Coordinator.
 - B. Check sign out sheet to ascertain the possibility of the camper/staff having gone off the property via bicycle or other camp-staff vehicle. (Camper in staff vehicle allowed only when staff is given direct consent of the Camp Director.)
 - C. Initiate a search of the immediate area of last known whereabouts.

- D. If individual(s) are not located within 30 minutes of the initial search period, the search and rescue committee will reassemble at the Director's cabin and reassess the situation.
 - E. When it has been determined that the individual(s) lost, missing or runaway are not in the immediate area, the camp Maintenance Director will continue the search into the surrounding areas, i.e., Camp Foster, Camp Kettleford and other area.
 - F. At this time, the Bedford Police will be called to assist in the search procedures.
5. The Program Director will see that routine camp activities are conducted as planned and that undue concern/excitement is kept at a minimum.
 6. Any staff member receiving updated information that might aid in the location of these involved should relay this information directly to the Camp Director.
 7. Once the individual(s) involved have been located, they will report directly to the Camp Director. Other personnel should not become involved in discussion or other action regarding the incident ~~except as instructed~~ by the Camp Director.

Sample Forms

Unit 6.1

MAINTENANCE

INSPECTION

D-

CHECK LIST - GENERAL

CAMP NAME _____

DATE _____

CHECK AS OK ☒ OR INDICATE ASSIGNED JOB CARD NUMBER

1. UTILITIES		2. ROADS & PARKING		4. MAINTENANCE		6. LAND MANAGEMENT		7. PROGRAM AREAS	
WATER SYSTEM		SURFACE		TRUCKS		LAKES & PONDS		WATERFRONT	
WELL CASING		DITCHES		TRACTOR		SILT CONTROL		PIERS	
WELL COVER		DRAINAGE		TRACTOR EQUIP		AQUATIC WEEDS		FLOATS	
SPRING PROTECTION		BRIDGES		TRAILERS		DAM		BOAT DOCK	
INTAKE SCREEN		CULVERTS		POWER TOOLS		SPILLWAY		GUARD TOWER	
PUMP(S)		SERVICE ROADS		HAND TOOLS		CONTROL GATE		BEACH	
PUMP MOTOR(S)		GATES		SPARE PARTS		CONSERVATION		CONTROL FENCE	
CHLORINATOR		BARRIERS		STANDBY EQUIP				CHECK BOARD	
FILTER				FIRE EQUIP		EROSION CONTROL		BOATS	
CONTROL SYSTEM				* FIRE EXT.		WILDLIFE MANAGEMENT		OARS	
PIPE LINES				CAMP SIGNS		STREAM IMPROVEMENT		CANOES	
STORAGE TANK		INSPECTED BY:		VOLATILE LIQUIDS		FOREST MANAGEMENT		PADDLES	
VALVES		DATE:		STORAGE		LANDSCAPING		SAILBOATS	
WINTER DRAINS				BASIC RECORDS		TRAILS - FOOT		LIFE SAVING EQUIP.	
		3. FOOD HANDLING		* UTILITY MAPS		SOIL CONSERVATION		LIFE PRESERVERS	
SANITATION		TOTE BASKETS		* MECHANICAL EQUIP. RECORDS		OBNOXIOUS PLANTS		FIELD SPORTS	
SEWER LINES		ARRANGEMENT		* VEHICLE RECORDS		NATURE TRAILS		ARCHERY RANGE	
SEPTIC TANKS		STOVES		INSPECTED BY:		CONSERVATION EQUIP.		ACTION ARCHERY	
SEEPAGE PITS		REFRIGERATION		DATE				RIFLE RANGE	
DISPOSAL FIELD		FREEZER		5. SWIMMING POOL		PUBLIC AREAS		.22 GAUGE RANGE	
GARBAGE DISPOSAL		MIXER		FENCE		PICNIC AREA		RIFLES & GUNS	
GREASE TRAP		OVENS		WALKS		BOUNDARY FENCE		FISHING GEAR	
ELECTRICAL		DISHWASHER		POOL WALLS		LAWNS		SCOUTCRAFT	
POWER LINES		STERILIZATION		POOL FLOOR				ROPE	
LINE CLEARANCE		SINKS		GUTTERS				AXES	
TELEPHONE		TABLES & COUNTERS		DRAINAGE				BOW SAWS	
TELEPHONE LINES		DISHES		DRESSING RMS				COMPASSES	
LINE SUPPORTS		DISH STORAGE		SHOWERS				COOKING EQUIP.	
		UTENSILS		TOILETS				CRAFT SUPPLIES	
GAS & OIL		STORAGE SPACE		FILTERS				OUTPOST EQUIP.	
GAS LINES		VENTILATION		CHLORINE EQUIP				SHOVELS	
STORAGE TANKS		LIGHTING		CLEANING EQUIP					
REGULATING EQUIP		GARBAGE							
INSPECTED BY:		INSPECTED BY:		INSPECTED BY:		INSPECTED BY:		INSPECTED BY:	

Unit 6.1

Maintenance Inspection

Building Checklist

CAMP NAME _____

DATE _____

Persons Making Inspection: _____

Check as OK ✓ OR INDICATE ASSIGNED JCB CARD NUMBER

NAME OF BUILDING
OR STRUCTURE

Foundations

Sills

Floors

Outside Walls

Inside Walls

Doors

Window

Screens

Roof

Steps

Chimney

Fireplace

Wiring

Plumbing

Fire Protection

Building

Gutters

Drainage Around Bldg.

Housekeeping

DRAFT

Maintenance Work Order

Unit 6.1

CAMP ALLEN

Facility_____	Requested By_____	Job No._____
Description_____		Priority_____
		Classification_____
Estimated Labor Cost_____		Requested Completion_____
Estimated Materials Costs_____		Date_____
Estimated By_____		Date Complete_____

Materials

Cost

59

Labor

Furnished By

Date _____

Hours

Cost

TOTAL

Materials

Cost

S

Date _____

Labor

Hours

Cost

TOTAL MATERIALS COST

TOTAL LABOR COST

TOTAL COST

462

Unit 6.1**MAINTENANCE AND REPAIRS**

DATE	DESCRIPTION	MATERIALS	COST LABOR	TOTAL

DRAFT

Unit 6.1

CAMP ALLEN

Mechanical Equipment Record

Type Equipment _____ Location _____
 Manufacturer _____
 Model # _____ Serial # _____
 Design Data - Capacity _____
 Horsepower _____ Volts _____ Amps _____ Other _____
 Purchased From _____ Date _____
 Installed By _____ Original Cost _____
 For Parts and Service Contact _____
 Guarantee Good Until _____ Estimate Useful Life _____
 Other Data _____

Maintenance Schedule

1. _____
2. _____
3. _____
4. _____

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Unit 6.1.

CAMP ALLEN, INC.

Driver's Daily Report

DATE _____

Complete and turn in after each trip

Vehicle _____ Mileage _____

Gas _____ Gals. Oil _____ Qts. Other _____

CHECK LIST

_____ Fire Extinguisher	_____ Water	_____ Windshield Wipers
_____ Reflectors or Flares	_____ Battery	_____ Horn
_____ First Aid Kit	_____ Lights	_____ Hand Brake
_____ Wheel Shocks	_____ Brakes	_____ Exhaust System
_____ Oil	_____ Tires	_____ Steering

Remarks - unsatisfactory items _____

Incident Report - On-road Failure _____

Signed _____

Module 6 Promoting the Health and Safety of Everyone At Camp

Unit 6.2 Establishing Policies and Procedures Concerning Health Supervision

Content Outline

- I. Compliance with all Legal Requirements
 - A. Required licenses
 - B. Required certificates of operation
 - C. Required insurances
 - D. Required health clearances
 - E. Required records and documentations
- II. Develop a System of Continuous Health Supervision
 - A. The health care center
 - B. Health care support system
 - C. Health care policies and procedures
 - D. Health care documentation
 - E. Health education
 - F. Food service
 - G. Health considerations in activity programs

Trainee Information

There are nine behavioral objectives in this unit for you to complete. They are divided into four groups. You should complete one activity in each group.

Performance Objectives

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

8. Without reference, identify a minimum of five licenses, certificates of operation, insurances and/or records required to maintain minimum state/local health standards in your camp.
9. Without references, identify a minimum of three American Camping Association Standards that apply to the maintenance of minimum health standards for camps serving physically disabled campers.

Learning Activities

(This is what you have to do to complete the behavioral objectives.)

Individualized Activities	Group Activities
1a. Obtain and read documents pertaining to the following from your appropriate state or local agency: (1) Water supply and pollution control (2) Sanitary code for swimming pools, bathing areas (3) Standards for camp grounds (4) Public food service operations (5) Nursing care requirements (6) Sewage, waste disposal regulations (7) Pest and rodent control verification (8) Pre-camp health-medical screening/verification (9) Health considerations in facility construction (10) Health-medical insurance requirements 1b. Make personal contact (via phone or visit) to the following agencies to ascertain required licenses, certificates of operation	1d. Ask an ACA representative to speak to your staff or visit the ACA regional office for your area (if inaccessible, visit an ACA accredited camp), and obtain the answer to the following questions as they relate to your own camp facility/program. (1) How often should we have our drinking water supply analyzed? (2) How much space should there be between beds? (3) How many showers/toilets do we need for x number of persons? (4) How soon before the opening of camp should physical exams be required?

Individualized Activities	Group Activities
and insurance for your camp: (1) Cooperative Extension Service - U.S. Department of Agriculture (2) Department of Public Health (3) Board of Nursing Registration and Education (4) Environmental Protection Agency 1c. Obtain and read ACA Standards # 10-13, 16, 19.	(5) What should be included in our camp infirmary? (6) Is it all right to give food wastes to our domesticated animals? (7) How should we store medications?

Performance Objectives

10. Identify, without references, two sources each for:
 - a. securing information on the employment/employment requirements of camp health personnel
 - b. locating information on proper/required camp health center facilities
 - c. obtaining needed health center equipment and supplies
11. Without references, identify five external support systems/personnel that should be formally matriculated with the internal (camp) health care operations.

Learning Activities

Individualized Activities	Group Activities
2a. Develop a simple one-page questionnaire to be mailed to a minimum of ten camp directors in your state requesting information on: (1) sources of employment of qualified health center personnel (2) sources to assist in development of health facilities (3) sources for the purchase of health center supplies and equipment 2b. Write letters of inquiry regarding the following to: (1) Nursing requirements - employment potentials: state board of nursing, local hospital nursing school, your personal physician (2) Health care facility requirements: National Easter Seal Society, other camps serving the physically disabled, your local hospital	2c. Develop an agreement, contract or letter of intent to provide external health support from the following: (1) Hospital (2) Pediatric Group (Physician(s)) (3) Ambulance Company (4) Fire Department (5) Police Department (6) American Red Cross 2d. After referring to the objectives on risks and hazards and emergency safety procedures, (Unit of Instruction 6.1) establish a formal agreement with five of the agencies/sources identified, in furthering the health supervision of your camp.

Individualized Activities**Group Activities**

- (3) Health care equipment supplies: your local pharmacy, medical supply house as identified in yellow pages of local telephone directory

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Performance Objectives

12. You should be able to identify with 90 percent accuracy and without reference, eight major areas for developing health policies and procedures.
13. You should be able to correctly identify at least one purpose for each of three separate types of health record documentations.

Learning Activities

Individualized Activities	Group Activities
3a. Develop a checklist or form to be used in the implementation and supervision of health care policies in the following areas: (1) Maintenance of health care records (2) Medication accountability-dispensing (3) Living Unit cleanliness (4) Vector control (treat insects) (5) Swimming areas (6) Consumable water supply (7) Waste disposal and sanitary facilities (8) Farm and domestic animal sanitation (9) Food service sanitation 3b. Develop a resource file on health policies and procedures. Several good sources are: <u>Safety and Health-Suggested State Statute and Regulations.</u> Mary Lou Hamessley, <u>Handbook for Camp Nurses and Other Camp Health Workers.</u>	3c. Visit your local hospital pediatric ward if possible) or have a health official discuss the purpose(s) of health record documentation. 3d. Subject your current camp health policies and procedures to scrutiny by a variety of health care professionals as appropriate. 3e. Conduct a comparative analysis, via a checklist, of your camp's health supervision policies and procedures with those of three other similar camps.

Performance Objectives

14. Given a list of five major staff/camper health education topics, you should identify with 100 percent accuracy, the staff person primarily responsible for providing the education/supervision.
15. Without reference, identify with 90 percent accuracy, ten specific requirements or recommended standards regarding the food service operation.
16. Given a specific program activity, identify a minimum of three health considerations/precautions or procedures that should be followed prior to camper activity involvement.

Learning Activities

Individualized Activities

- 4a. Actually write documents pertaining to health supervision in relationship ACA Standards numbers 3, 49, 50, 52, 66.
- 4b. Observe a minimum of three different activities at another camp or recreation program, primarily for the purpose of identifying specific health considerations for the conducting of these activities with the physically disabled.
- 4c. Obtain references on health standards. Several good references are:

American Camping Association Camp Standards with Interpretations for the Accreditation of Organized Camps.

Group Activities

- 4d. Organize and conduct a workshop or seminar at your camp on "Policies and Procedures Concerning Health Supervision." Include experts/professionals in various disciplines as participants.
- 4e. Go through your staff organization chart (include external or support staff) and identify specific personnel that you would ask to provide orientation/training for staff or campers in particular health related areas. Once you have done this, conduct a simple survey of at least 20 camps serving physically disabled children for the purpose of learning how they compare with your selections.

Individualized Activities	Group Activities
Lynn S. Rodney and Phyllis M. Ford, "Health and Safety," <u>Camp Administration</u>. <u>Youth Camp Safety and Health</u>.	4f. Send your Health Education Program outline to a minimum of ten persons including nurses, physicians and other appropriate personnel, requesting their input relative to (1) the adequacy of your health education program and (2) personnel whom they would suggest as resources and qualified to provide pre-camp training and/or ongoing health education consultation.
Evaluation Criteria	
Turn to the yellow section and complete the post-test.	
Remedial Activities	
1. Given the suggested reading in the learning activities, have someone quiz you on various aspects of the reading until you are able to answer the questions with 90 percent competency.	

Unit 6.2 Establishing Policies and Procedures Concerning Health Supervision

References

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Post-Tests

and

Answers

Post-Test

Unit 6.1 Establishing Policies and Procedures Concerning Safety Supervision

1. Match the following legal requirements for operation of an organized camp, with the type of evidence generally needed for meeting those requirements, i.e. license, certification, record.

- a. a License is required by state or local statute
- b. Certification (certificate) of meeting minimum applicable standards is required
- c. a Record is required for reporting purposes

- ___ quality of water supply
- ___ vehicle maintenance log
- ___ camp nurse
- ___ operation of a food service establishment
- ___ water safety instructor
- ___ infirmary visitation log
- ___ driver of vehicle to transport handicapped children
- ___ fire permit
- ___ rodent infestation monitoring
- ___ building insurance

2. Identify the following as either:

- a. natural hazard
- b. man made hazard

- ___ a tree stump in the middle of a newly cleared/developed recreational field
- ___ a weakened stationary wheelchair ramp resulting from wood decay
- ___ a downed power line as a result of a severe electrical storm
- ___ a newly constructed swimming area without perimeter exclusion barriers
- ___ a clogged leaching field

3. True or False

- T F In a hilly-sandy terrain, it would be unnecessary to lock the wheels of a stationary wheelchair while occupied by a severely disabled child.
- T F On a hill with a 30 degree grade, it would be preferable to push a severely disabled camper down the hill backward.
- T F Wheelchair-bound campers should be housed on the second or third floors of a wood frame building only if the first floor is at full capacity.

- T F Roadways used primarily by supply trucks/vehicles should be used as wheelchair paths only during non-peak delivery hours.
- T F Swampy areas on camp properties should be treated for mosquito breeding at least once each year.
- T F Recreational apparatus used on a daily basis should be checked only at the beginning and again at the end of the ten week camp session.
- T F All camp staff should be instructed in operation of the swimming pool filtration system so that they will be able to maintain and correct any mechanical difficulties while they are using the pool.
- T F ALL camp staff should be instructed in the use of all of the various types of fire extinguishers maintained by the camp.
4. In case of an electrical fire, which of the following types of fire extinguishers should be used?
- pressurized water
 - CO₂
 - soda/acid
 - alkaline
5. Once an electrical storm has struck the camp area, the best procedure is to:
- make certain everyone gets to a central indoor location
 - make certain everyone picks up all metallic objects in the vicinity and stores them away from all buildings
 - make certain everyone stays secure in their current location
 - make certain all recreational equipment is under shelter
6. The proper source to get information on the erosion potentials of camp properties would be your state or local:
- environmental protection agency
 - geographical survey department
 - land surveyors department
 - department of resources
7. The regulatory authority dictating various safety standards for facilities and equipment is:
- Occupational Safety and Health Act
 - American National Standards Act
 - Youth Camp Safety Act
 - American Camping Association

8. Identify 3 "high risk" activities and specify 2 precautions that you would take with each in minimizing risk or hazard.
9. Write an emergency procedure for evacuation assuming that a fire breaks out in the kitchen of your main dining facility while all campers/staff are in the middle of the meal.
10. A totally blind, moderately retarded 16 year old ambulatory female camper has been missing from her cabin group for 15 minutes prior to your being notified by the counselor. Specify, chronologically, what, why and how you will proceed.

Turn to the back of the yellow section and check your answers.

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Post-Test

Unit 6.2 Establishing Policies and Procedures Concerning Health Supervision

The post-test for this unit of instruction will consist solely of writing exercises, that when successfully completed, will meet the requirement of the applicable American Camping Association's Standards for the Accreditation of Organized Camps.

1. Write a specific procedure for controlling vectors (flies, mosquitoes, other insects/rodents). Identify three problems that vectors potentially present specifically for physically disabled persons (ACA Standard 194).
2. Identify the purposes and procedures for keeping three different "health records" (ACA Standard 204).
3. Write a procedure that would make all medical records accessible only to persons specifically designated by the Camp Director (ACA Standard 210).
4. Write a procedure for supervision of nude showers (ACA Standard 215).
5. Develop a checklist for daily checks of camper bodies and appliances (ACA Standard 220).
6. Identify three types of consent-release forms and write a sample of each (ACA Standard 217).
7. Develop a camp sanitation record (ACA Standard 220).
8. Identify the five elements to be included in a staff health education orientation course.
9. Identify three food records required in ACA Standard 33.
10. Identify the procedures to be included in a program of health supervision (ACA Standard 50).
11. Identify five elements that would need to be considered in planning a menu for physically disabled campers (ACA Standard 56).
12. Identify five components to be included in the camp infirmary (ACA Standard 195).

Turn to the back of the yellow section and check your answers.

Grading the Post-Test

Unit 6.1 Establishing Policies and Procedures Concerning Safety Supervision

Question #	Correct Answer(s)	Degree of Competency Required	Corresponding Objective #
1	a, c, a, b, b, c, a, b, b, b	Must answer 8 of 10 correctly	1, 2
2	b, a, a, b, b	Must answer 5 of 5 correctly	3
3	F, T, F, T, T, F, F	Must answer 7 of 8 correctly	3
4	b	Correct Answer	4
5	c	Correct Answer	4
6	b	Correct Answer	4
7	a	Correct Answer	4
8	See Rodney and Ford, pp. 227-238	100% accuracy	4
9	Identify six steps as provided by handout on disaster procedures	5 of 6 steps must be described	5
10	Identify steps on search and rescue procedures and give sound reasons for each step	Must be thoroughly described	6, 7

Grading the Post-Test
Unit 6.2 **Establishing Policies and Procedures Concerning**
Health Supervision

Since all questions are essay type, specific points in each answer must be identified in order to make an objective assessment. In some case, the corresponding American Camping Association Standards will provide the answer directly.

Post-Test Answers

1. The procedure should include the following factors:

- a. use of chemical insecticides (Aerosol Bombs)
- b. use of chemical repellents
- c. screening
- d. breeding site removal

Three (3) problems of insects:

- a. bites severe to physically disabled persons without upper extremity mobility
- b. food contamination
- c. inactivity and inability during rest/sleep time could attract insects, rodents

2. Three (3) health records - medical record, infirmary log, hospital visitations, information files

3. See ACA Standard 210

4. See ACA Standard 215

5. See ACA Standard 216

6. Three types of release forms

- a. permission to attend camp
- b. organizational community release
- c. photographic release
- d. surgical release
- e. observation reports release

7. See ACA Standard 220. This answer should be judged against the stated camper objectives for a given camp.

8. Staff Health education/orientation course: five elements

- a. exercise/rest
- b. nutrition
- c. care of illnesses
- d. common camp illnesses/accidents
- e. first aid
- f. care of appliances/assistive devices

9. Three (3) food records required:

- a. menus
- b. purchase records
- c. inventories

10. See ACA Standard 50.

11. Three (3) dietary considerations:

- a. calorie requirements as prescribed by camper's personal physician
- b. maintaining menu integrity for off-camp meals
- c. considerations for variation
- d. considerations for religious or personal abstension requests, e.g. vegetarians

12. Five (5) components of a camp infirmary:

- a. first aid or dispensary area
- b. private treatment area
- c. isolation area
- d. one bed for 35 campers
- e. bathroom facilities
- f. attached nurses quarters

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Module 7

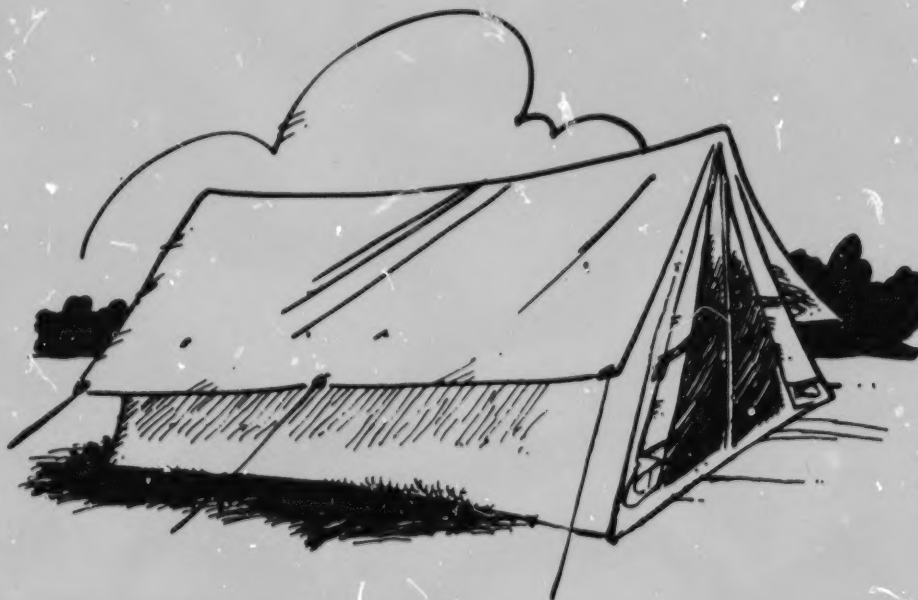
Managing Camp Business and Finance

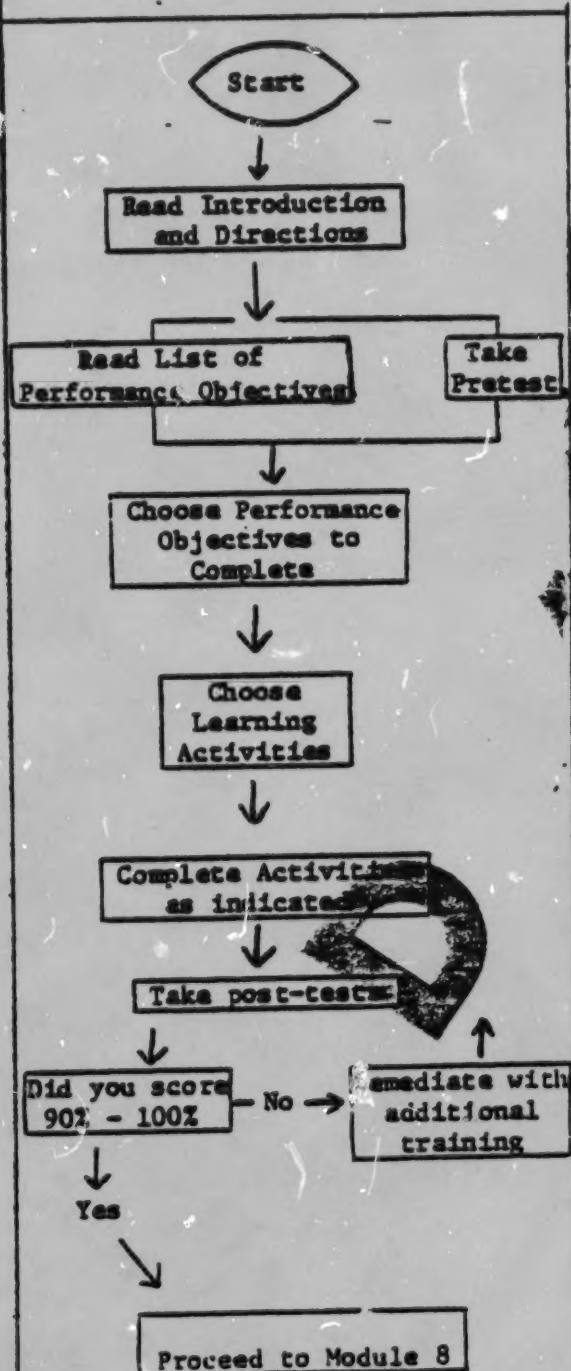
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Module 7

Managing Camp Business and Finance

Introduction

To conduct a successful camp the director must effectively utilize the available resources. The control of business and financial operations is one method of accounting for the use of both physical and fiscal resources. It allows the camp director to examine the utilization of these resources and to allocate their efficient use. This module is designed to present both knowledge and practical application of business procedures to the camping situation. Sections are included on the management of camp assets, fiscal control, budgeting and the preparation of financial reports as they relate to camping.

Prerequisites

It is assumed that prior to entry into this module the trainee has successfully completed Module 3, Development of a Plan for All Camp Operations. Sections Part III of Unit 7.1 may duplicate some of the objectives from Module 3. Only a review of those learning activities already completed relating them to the financial aspects of this module.

Directions

This module is presented with the assumption that the trainee is an active camp director in a specific camp with responsibility for the operation of a camp. If a trainee does not have site operation responsibility or total financial management responsibility the learning activities may be modified to simulate such management responsibility. This may be accomplished by using the camp of the trainer or by special arrangements with a nearby camp operator.

The entire module may be conducted as a small group workshop. The format would require some modification by the trainer and would ideally be presented in two sessions at least one month apart. Sections of the module could be used as study guides for library research between sessions.

The module is presented for both not-for-profit camps as well as for-profit camps. Directors of both types of camps will in most cases find activities of great value regardless of their present business structure relationship.

Module 7

Managing Camp Business and Finance

Performance Objectives Checklist

This module contains two self-evaluation measures to help you determine your entering competencies. You can complete the pre-test or use the behavioral objectives checklist to determine which activities to complete.

Unit 7.1

Managing Camp Assets

1. From knowledge of the long range master site development plan for your camp you should be able to prepare and execute an annual work plan including tree growth and harvesting, open area cultivation, erosion control, lakeshore and pond management, roadway and trail maintenance, fire and weather protection, sanitary system maintenance and controls on the impact of animals and people on the property.
2. You should be able to initiate and monitor a system to project and detect building and equipment maintenance needs and prepare a periodic work plan to perform the required maintenance tasks.
3. You should be able to prepare job descriptions including knowledge and skill required as well as duties for all camp maintenance personnel and write a policy detailing the hiring and supervising of personnel to do the job.

Module 7

4. You should be able to write a plan and execute a system of inventory and maintenance schedules for all camp buildings, furnishings, equipment and supplies in camp.
5. You should be able to assemble a list of all governmental agencies that offer special services and resources to land owners, small business operators and youth serving organizations indicating the nature of the services offered.
6. You should be able to prepare a summary of all governmental fees, licenses and regulations that apply to the management of property and related aspects of site management.
7. You should be able to identify all areas of financial risk in the operation of a camp and prepare a list of maximum cost exposure for each risk.
8. You should be able to prepare a list of insurance coverages desired from the above risk analysis and submit to two or more insurance underwriters for quotation.
9. With the assistance of an attorney, you should be able to select from two or more insurance company quotations the policies that provide the most complete coverage at the lowest cost.
10. You should be able to prepare a summary of the Workman's Compensation law and regulations of your state.
11. You should be able to conduct a market survey and/or needs assessment of the market your camp serves and based on the results and your goals and objectives, make any revisions required in your master plan for site and facility.
12. You should be able to prepare a development plan including design, funding methods, projected completion dates and the extent to which outside consultants will be necessary.

Unit 7.2

Controlling Business and Financial Operations

13. Without notes you should be able to describe three fundamental purposes for a detailed budgeting process.

Module 7

14. You should be able to list the differences between objective (operational) and functional budgeting and describe the appropriate use of each method.
15. Using the needs assessment and/or market analysis from Unit 7.1 and your camp's historical data, you should be able to estimate the demand for services (project enrollment) in the various programs of your camp.
16. By completing a cost analysis of the services required by your camp (agency, clientele) you should be able to prepare an expense projection for each account.
17. Using the expense projection and a unit estimate you should be able to establish an income budget and a unit price for all services your camp has to offer.
18. Using a break-even chart you should be able to adjust your budget plan to provide for a reasonable margin of safety.
19. You should be able to write a definition of the following terms: voucher, receipt, ledger, expense, cost, income, net income, gross income, time, source document, audit trail, invoice, bill statement, profit, loss, balance, cash flow, equity, capital, asset, liability and fiscal year.
20. You should be able to prepare a list of the policies of your camp owner that pertain to the financial record keeping required of your camp.
21. You should be able to prepare a list of all financial documents and reports that must be seen, initialed and/or signed by the camp director and other members of the camp staff.
22. You should be able to describe the difference between the financial record system used by a not-for-profit agency and a profit making organization and between a small and large business.
23. You should be able to design a functional budgeting system.
24. You should be able to list all documents in a financial record system required by law and how long each one should be retained.
25. You should be able to list a camp's program priorities and show the relationship between the financial records and the record of achievement of the camp's goals.

Module 7

26. You should be able to design a cash flow chart for your camp.
27. You should be able to use daily and weekly cost journals (worksheets) to project the relationship between actual expenses and budgeted expenses.
28. From a payroll journal you should be able to prepare a Federal Payroll Tax Report Form 941.
29. You should be able to examine the books or records of a camp and complete an annual IRS Income Tax Report Form 990 (non-profit) or form 1040 (for profit).
30. You should be able to examine a general ledger and write a statement of Assets and Liabilities with balance (Balance Sheet) at the end of an accounting period in addition to a statement by account of income and expense (profit or loss statement).
31. You should be able to write a summary financial report disclosing all financial activity necessary for evaluation of the management process.
32. You should be able to interpret financial reports and data and use the information to make management decisions affecting the financial health of your camp.
33. You should be able to detect errors and/or misappropriation of funds by reading periodic financial reports and/or by reviewing records and documents for management approval.
34. You should be able to write a trial balance from the general ledger.
35. You should be able to prepare your camp's financial records for external audit.

Module 7**Managing Camp Business and Finance****Pre-Test**

1. The greatest risk inflicted upon a camp property is from
 - a. fire.
 - b. automobiles.
 - c. people.
 - d. animals.
2. The primary responsibility for detecting needed repairs to camp buildings and equipment is the maintenance staff.
True _____ False _____
3. The primary source of the annual maintenance work plan is
 - a. the maintenance staff notes.
 - b. the inventory.
 - c. the camp director's "tour of camp" report.
4. List five governmental agencies that provide financial assistance to land owners.

5. A camp director may have a well drilled anywhere on the camp property without governmental approval. True _____ False _____
6. List the three most common types of insurance carried by a camp.

7. Risk management starts with surveying the types of insurance available. True _____ False _____
8. All insurance policies should be reviewed by the camp's legal counsel. True _____ False _____

Pre-Test (continued)

9. The camp should carry insurance on all staff member's cars in camp. True _____ False _____
10. Workman's Compensation covers staff members at all times. True _____ False _____
11. A camp may select to be "self-insured" for certain types of coverage. True _____ False _____
12. A market analysis or survey is generally good for _____ year(s).
13. Non-profit organizations usually finance their development program by fund raising or contributions. True _____ False _____
14. Name two types of budgets.

15. A budget serves the following (check all that apply)
 _____ provides information for management decisions
 _____ is a vehicle for board approval of management objectives
 _____ is a tool for manager's fiscal control
 _____ serves to introduce the long range plan goals
 _____ is a reporting device to the public
 _____ helps to detect errors and fraud in fiscal operations
 _____ is one method of interpreting staff responsibilities
 _____ gives the manager absolute control over expenditures
 _____ places a limitation on the authority of the manager
16. All cash receipts are income. True _____ False _____
17. The "overhead" is always the same regardless of the number of campers served. True _____ False _____
18. Only profit making camps budget income higher than expense. True _____ False _____
19. Capital expenditures may be financed from current expenses. True _____ False _____
20. You can tell how much cash was received for any particular month by looking at the monthly budget report. True _____ False _____

Pre-Test (continued)

21. If you are following an organization's policy and violate an Internal Revenue Service regulation, you will not be held accountable.
True _____ False _____
22. The camp director "financial manager" must personally approve the following documents:

23. You may destroy all financial records after seven years.
True _____ False _____
24. An "audit trail" is the connection of papers between the bookkeepers desk and the _____ where the auditor works.
True _____ False _____
25. All non-profit organizations must follow accounting standards established by the National Board of Auditors.
True _____ False _____
26. The greatest danger of cash basis bookkeeping is
a. _____ of underestimating future obligations.
b. the danger of theft.
c. you may have to pay too much tax.
d. the accounting cost is too great.
27. List all camp programs that would not be reflected in a detailed budget:

Pre-Test (continued)

28. Every camp must file an annual report to the Internal Revenue Service. What is the report number for a non-profit organization. _____ What is the report number for a profit making business. _____
29. Cash flow planning is designed to prevent _____.
30. Camps require one financial record that most other organizations do not need. It is _____.
31. F.I.C.A. stands for _____.
32. Payroll taxes must be paid to the IRS _____.
33. The Balance Sheet is taken from the _____ accounting book called the _____.
34. A P & L statement is also called _____.
35. When an organization has more expenses than income it is _____.
36. When your account balance is less than zero you are _____.
37. Non-profit organizations must file complete reports to their _____.
38. Profit making organizations must make full disclosure reports only to _____.
39. A complete financial report should include:
- _____
- _____
- _____

Pre-Test (continued)

40. A financial manager can detect most accounting errors by reading the _____.

Answers to the Pre-test are
found on the back of this
module.

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Module 7

Managing Camp Business and Finance

Unit 7.1

Managing Camp Assets

Content Outline

- I. Property and Equipment Management
 - A. Property use and resource management system
 - B. Building maintenance
 - C. Inventories and maintenance schedules for buildings, equipment and supplies
 - D. Use of governmental resources
 - E. Dealing with government regulation
- II. Insurance Coverage and Risk Management System
 - A. Property coverage and protection
 - B. Liability coverage and protection
 - C. Health and Accident coverage and protection
 - D. Workman's Compensation
 - E. Special risk coverage
- III. Long Range Development
 - A. Periodic assessment
 - B. Master plan development
 - C. Resource planning

Trainee Information

You may choose to take the pre-test. If you correctly answer 11 of the first 13 questions on the pre-test you may move on to Unit 7.2 of this module. It would be to your advantage to complete the learning activities applicable to any missed questions on the pre-test. If you miss more than two of the first 13 questions you should complete a learning activity for each behavioral objective in Unit 7.1.

Unit 7.1

Performance Objectives

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. From knowledge of the long range master site development plan for your camp, you should be able to prepare and execute an annual work plan including tree growth and harvesting, open area cultivation, erosion control, lakeshore and pond management, roadway and trail maintenance, fire and weather protection, sanitary systems maintenance and control on the impact of animals and people on the property.
2. You should be able to initiate and monitor a system to project and detect building and equipment maintenance needs and prepare a periodic work plan to perform required maintenance tasks.
3. You should be able to prepare job descriptions including knowledge and skill required as well as duties for all camp maintenance personnel and write a policy detailing the hiring and supervising of personnel to do the job.
4. You should be able to develop and execute a system of inventory and maintenance schedules for all camp buildings, furnishings, equipment and supplies in camp.
5. You should be able to assemble a list of all governmental agencies that provide special services and resources to land owners, small business operators and youth serving organizations indicating the nature of the services offered.
6. You should be able to prepare a summary of all governmental fees, licenses and regulations that apply to the management of property and related aspects of site management.

Unit 7.1

Learning Activities

Individualized Activities

- 1a. Read Conservation of the Campsite (ACA, 1960) or Chapter Five of Camp Administration (Rodney & Ford, 1971) and with a camp's master site plan in hand, tour your camp with a development consultant and make a list of all current needs of the site to conform to the objectives of the plan.
- 1b. Tour a camp other than your own with the director and/or the camp maintenance head, make notes and draft a critique of needed maintenance and review with the camp director.
- 1c. Tour a camp with the camp director and/or maintenance head and make a list of all of the tasks that will be performed by the camp's personnel. After the tour, write job descriptions for the camp maintenance personnel in terms of knowledge and skills required and duties.
- 1d. Write other camps to obtain copies of their inventory and maintenance systems. Study the inventory and maintenance planning system of at least two camps and prepare forms and written instructions to be used by all your camp personnel to report and update inventories and develop the annual maintenance plan.

Group Activities

- 1g. Using Conservation of the Campsite (ACA, 1960) or Chapter Five of Camp Administration, (Rodney & Ford, 1971) as resources and with the Master Site Plan of a camp in hand, in small groups or pairs, write an annual site maintenance plan listing responsibility of maintenance personnel, camp staff, campers and outside resource personnel.
- 1h. Review the Handbook of Camp Maintenance, (Nathans, 1959) and draw up an annual maintenance work plan for buildings and equipment on a specific camp. Review with the camp owner and/or maintenance staff.
- 1i. Using descriptions provided by your trainer, divide into groups and review maintenance personnel job descriptions from at least three camps and write a critique summarizing the best features of each.
- 1j. Participate in a lecture/discussion with a representative of the Small Business Administration and/or with your County Extension Agent. Prepare a list of all of the state, county and federal services available to assist property owners and small business operators.

Unit 7.1**Individualized Activities****Group Activities**

1e. In your state visit with or write representatives of your state health department, environmental control department, labor department, social services department and other major state agencies and obtain information on all laws and regulations related to operating a camp, property management, employment, and small business operation. List all licenses and permits required and all regulations that apply.

1f. Take a copy of your camp policies and master site plan to an attorney and make a list of all licenses, permits and regulations applicable to the operation of your site and program.

1k. Attend a panel/discussion by representatives of state health, environmental control, labor, social services or other state agencies concerning laws and regulations related to operating a camp.

Evaluation Criteria

Submit all forms and lists prepared to your trainer. Explain how you developed them and your plans for their use in your camp. Your trainer will help you evaluate your progress.

Remedial Activities

(The remedial activities are planned for those trainees who have difficulty meeting the behavioral objectives and need additional practice on work.)

Attend a site management seminar or ask your trainer to assign additional optional activities in the areas in which you are still unclear.

Unit 7.1

Performance Objectives

7. You should be able to identify all areas of financial risk in the operation of a camp and prepare a list of maximum cost exposure for each risk.
8. You should be able to prepare a list of insurance coverages desired from the above risk analysis and submit to two or more insurance underwriters for quotations.
9. With the assistance of an attorney you should be able to select from two or more insurance coverage quotations the policies that provide the most complete coverage at the lowest cost.
10. You should be able to prepare a summary of the Workman's Compensation law and regulations of your state.

Learning Activities

Individualized Activities	Group Activities
2a. Present a risk analysis of your camp to an attorney and secure a recommendation for coverages and amounts. 2b. Examine the insurance policies of a camp of similar size to yours and prepare an analysis of what is covered and for how much. 2c. Read the Workman's Compensation regulations for your state and write a critique of policies your camp will follow to comply with the law. 2d. Read Chapter 15 of <u>How To Organize & Operate a Small Business</u>, (Braunback, Lawyer (continued on next page)	2f. Divide into groups and develop a risk analysis for a camp to submit to two insurance underwriters for recommendations on coverages and amounts. Discuss the recommendations with an insurance agent that specializes in camp coverage. 2g. Attend a lecture/discussion concerning types of insurance policies and coverage a camp should provide.

Unit 7.1

Individualized Activities

Group Activities

(continued)

and Kelly, 1973) and answer the review questions at the end of the chapter.

- 2e. Read Chapter 13 of Camp Administration (Rodney and Ford, 1971) and answer the questions at the end of the chapter.

Enriching Activity

(The enriching activities are planned for those trainees who have experience with managing camp assets. These activities allow them to use their past training to help others on a basis to increase their knowledge.)

Attend an insurance and/or Workman's Compensation seminar at a school of business administration or state.

Evaluation Criteria

Present copy of analysis and critique of insurance programs and Workman's Compensation regulation to your trainer. Explain how they were developed and future use.

Unit 7.1

Performance Objectives

11. You should be able to conduct a market survey and/or needs assessment of the market your camp serves and based on the results and your camp goals and objectives, make any revisions required in your master plan for site and facility.
12. You should be able to prepare a development plan including design, funding methods, projected construction dates and the extent to which outside consultants will be necessary.

Learning Activities

Individualized Activities	Group Activities
3a. Read <u>Marketing Management for Social Service Agencies</u> (Herron, 1977) and based on the author's recommendations prepare a market survey for your camp. 3b. Read Part I of <u>Financial and Accounting Guide for Nonprofit Organizations</u> (Gross, 1974) and list three methods of funding capital development describing the advantages of each. 3c. Read Chapter 11 of <u>How to Organize a Small Business</u> (Braumback, et. al. 1973), and answer the review questions at the end of the chapter.	Review your camp's master plan with your camp committee and prepare five year development goals stated in measurable terms. 3e. Review your long range plan with a camp development consultant and establish priorities for various levels of financial support.

Unit 7.1**Enriching Activity**

Sit on the long range planning committee of another camp.

Evaluation Criteria

Present copies of your development plans and answer to questions from test to your trainer.

Remedial Activities

Do the learning activities not completed and consult with your trainer about a second area.

Module 7

Managing Camp Business and Finance

Unit 7.2

Controlling Business and Financial Operations

Content Outline

- I. Budget Development
 - A. Purposes and patterns
 - B. Resource analysis
 - C. Income and expense projection
 - D. Using a break-even chart
- II. Managing Financial Records
 - A. Budget controls
 - B. Recording receipts and expenditures
 - C. Business structure, internal and organizational requirements
 - D. Budget as a management tool
- III. Budget Monitoring and Control
 - A. Cash flow monitoring
 - B. Monitoring receipts and disbursements
- IV. Reporting
 - A. Governmental requirements
 - B. Agency, investor, finance institution reports
 - C. Public reporting
- V. Evaluation
 - A. Timely management decision information
 - B. Accuracy and security
 - C. Internal and external auditing
 - D. Use of comparative operating ratios

Trainee Information

You may choose to complete questions 14 - 40 on the pre-test. If you miss three or more questions you should proceed to complete the learning activities in Unit 7.2. If you miss less than 4 questions you may wish to complete those learning activities that apply to the missed questions.

Unit 7.2

Performance Objectives

(The behavioral objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

13. Without notes you should be able to describe three fundamental purposes for a detailed budgeting process.
14. You should be able to list the differences between objective (operational) and functional budgeting and describe the appropriate use of each method.
15. Using the needs assessment and/or market analysis from Unit 7.1 and your camp's historical data you should be able to estimate the demand for services (project enrollment) in the various programs of your camp.
16. By completing a cost analysis of the services required by your camp (agency, clientele) you should be able to prepare an expense projection for each.
17. Using the expense projection and enrollment estimate you should be able to establish an income budget and a unit price for all services your camp has to offer.
18. Using a break-even analysis you should be able to adjust your budget plan to provide a reasonable margin of safety.

Learning Activities

Individualized Activities

- 1a. Read chapter 23 of How to Organize & Operate a Small Business, (Braumback, et. al., 1973), and construct a break-even chart for your budget worksheet. Make budget adjustments to provide a profit of 5%.

Group Activities

- 1d. Using the market analysis developed in the previous unit, divide into pairs and prepare an enrollment projection for a camp for the coming year.
- 1e. Based on a previous year's camp experience complete the sample cost analysis.
- 1f. After entering the cost figures developed and the enrollment figures, complete the budget worksheet.

Unit 7.2

Individualized Activities

Group Activities

1b. Read Chapter 12 of Camp Administration, (Rodney and Ford, 1971) and answer the discussion questions at the end of the chapter.

1c. Read Chapters 11 and 18 of How to Organize & Operate a Small Business, (Braumbach et. al., 1973) and answer review questions at the end of the chapters.

Enriching Activity

(The enriching activities are planned for the trainees who have experience with business financial operations. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

Read Financial Manager's Manual & Guide, (Goodman 1973) Chapters 1 and 2 and then redo learning activities 3 thru 6.

Evaluation Criteria

Review budget worksheet and cost analysis with trainer and explain how it was developed.

Unit 7.2

Performance Objectives

19. You should be able to write a definition of the following terms: voucher, receipt, ledger, journal, expense, cost, income, net income, gross income, trial balance, source document, audit trail, invoice, bill statement, profit, loss, balance, cash flow, equity, capital, asset, liability and fiscal year.
20. You should be able to prepare a list of policies of your camp owner that pertain to the financial record keeping required of your camp.
21. You should be able to prepare a list of all financial documents and reports that must be seen, initialed and/or signed by the camp director and other members of camp staff.
22. You should be able to describe the difference between the financial record system used by a not-for-profit agency and a profit making organization, small and large business.
23. You should be able to design a functional budgeting system.
24. You should be able to list all documents in a financial record system required by law and how long each one should be retained.
25. You should be able to list a camp's program priorities and show the relationship between financial records and the record of achievement and camp's goals.

Learning Activities

Individualized Activities

- 2a. Read Chapter 7 of Accounting & Financial Reporting, (United Way, 1974) and write definitions for words in behavioral objective 19.
- 2b. Prepare a list of agency policies of your organization that affect the manner in which your financial records are kept.

Group Activities

- 2e. Using Chapters 26 thru 29 of Financial and Accounting Guide for Nonprofit Organizations, (Gross, 1974) as a reference, prepare a chart of accounts and a list of documents showing who is responsible for initiating, approving and recording each document.

Unit 7.2

Individualized Activities

2c. With the assistance of an accountant, write a list of financial record policies that are consistent with legal requirements, good business practice and your camp's objectives.

2d. Study Chapter 25 of How to Organize and Operate a Small Business, (Braumback et. al., 1973) and answer review questions at the end of the chapter.

Group Activities

2f. Secure a record retention list from an auditor and list on the chart prepared in learning activity 2a, the length of time each document should be retained, and make a notation of each document required by law.

2g. Brainstorm to list all financial records that:

- (1) Show the number of campers participating in various activities
- (2) Show the relative popularity of various activities
- (3) Show the most expensive activity in camp
- (4) Indicate the number and quality of staff
- (5) Indicate the success of your promotion policies.

Enriching Activity

Participate in a seminar on electronic data processing of financial records.

Evaluation Criteria

Review lists and charts with trainer. Secure the acceptance of your camp budget plan by your camp committee and/or your banker.

Unit 7.2**Performance Objectives**

26. You should be able to design a cash flow chart for your camp.
27. You should be able to use daily and weekly cost journals (worksheets) to project the relationship between actual expenses and budgeted expenses.

Learning Activities**Individualized Activities**

- 3a. Read Chapter 3 of Financial Managers Manual & Guide (Goodman, 1973), and list all of the cost control techniques in the chapter that apply to camping.

Group Activities

- 3b. Use Chapter 3 of Financial Managers Manual & Guide (Goodman, 1973) as a resource and design a cash flow record sheet for your camp similar to the one provided.

Divide into groups and develop a worksheet for your camp budget similar to the cost control worksheet.

Evaluation Criteria

Present cash flow chart and cost control worksheet to trainer with description of how they are used.

Unit 7.2

Performance Objectives

28. From a payroll journal you should be able to prepare a Federal Payroll Tax Report Form 941.
29. You should be able to examine the books or record of a camp and complete an annual IRS Income Tax Report Form 990 (non-profit) or Form 1040 (for profit).
30. You should be able to examine a general ledger and write a statement of Assets and Liabilities with balances (Balance Sheet) at the end of an accounting period in addition to a statement by account of income and expenses (profit or loss statement).
31. You should be able to write a summary financial report disclosing all financial activity necessary for evaluation of the management process.

Learning Activities

Individualized Activities

- 4a. Read the IRS instruction booklet for payroll reporting and complete a Form 941 from a payroll journal.
- 4b. Study the IRS Tax Guide for Small Business and complete Form 1040 (or other appropriate form), for your camp.
- 4c. Study the IRS instruction guide for the Income Tax Return of a non-profit organization and with the assistance of an accountant complete a Form 990 for your camp.
- 4d. With the assistance of an accountant, prepare a report on your camp's financial condition suitable for presentation to a financial institution.

Group Activities

- 4e. Using Chapter 9 of Accounting & Financial Reporting, (United Way, 1974) as a resource and using a camp's general ledger, write an adjusted trial balance and prepare a year end Income and Expense statement and balance sheet with comment.
- 4f. Divide into small groups, read the year-end report of at least three comparable size camps, and design a summary annual financial report for a model camp's annual report.

Unit 7.2**Enriching Activity**

Attend a seminar conducted by a local business college or the United Fund or the local unit of the National Association of Accountants on the subject of financial reporting.

Evaluation Criteria

Submission of reports to trainers and/or acceptance of reports by groups for which they are intended.

Remedial Activities

Read Chapter 2 through 4 of Financial and Accounting Guide for Nonprofit Organizations and redo learning activities.

Unit 7.2

Performance Objectives

32. You should be able to interpret financial reports and data and use the information to make managerial decisions affecting the financial health of your camp.
33. You should be able to detect errors and/or misappropriation of funds by reading periodic financial reports and/or by reviewing records and documents requiring management approval.
34. You should be able to write a trial balance from the general ledger.
35. You should be able to prepare your camp's financial records for external audit.

Learning Activities

Individualized Activities

- 5a. From a camp budget report prepared just prior to opening of camp, assume a 10% shortage of income based on a lack of enrollment and make appropriate cuts in the expenses. Write a memo explaining the cuts and how they will affect the camp operation.
- 5b. Find the errors and/or shortages in the document provided entitled "Camp Deficit Balance Sheet."
- 5c. From a commercial audit firm secure a list of audit preparation instructions and perform all of the actions requested on your books.

Group Activities

- 5d. Write a trial balance on the general ledger of your camp for the end of this month. Compare it with the trial balance on page 476 of Financial and Accounting Guide for Nonprofit Organizations, (Gross, 1974)
- 5e. Study the finance reports of 3 similar size camps and prepare a comparison of your camp including operating ratios, cost per unit of service and relative fiscal health of each camp.

Unit 7.2**Enriching Activity**

Have an accountant other than your regular auditor review your financial procedures and assist you in preparing a report of improvements needed to your financial management system.

Evaluation Criteria

Submit memos, trial balances to your trainer, your auditor and/or your organization.

Remedial Activities

If at this point you and your trainer are not certain you have mastered your objectives, you may wish to read one of the texts listed in the references and prepare a chapter by chapter summary of critical points made by the author for review with your trainer.

Unit 7.2

References

Text for operators of Not-for-profit camps:

Malvern J. Gross, Jr. Financial and Accounting Guide for Nonprofit Organizations, Second Edition, New York, John Wiley & Sons, 1974.

Text for operators of For-profit camps:

Sam R. Goodman. Finanacial Manager's Manual and Guide. Englewood Cliffs, N.J., Prentice Hall, 1973.

Other References:

C. M. Braumback, K. Lawyer and C. Kelly. How to Organize & Operate a Small Business, Fifth Edition, Prentice Hall. Englewood Cliffs, N.J., 1973.

United Way of America. Planning and Allocations Division, Accounting & Financial Reporting. Alexander, VA, United Way of America, 1974.

American Camping Association. Conservation of the Campsite. Martinsville, IN, American Camping Association, 1966.

Lynn S. Rodney and Phyllis M. Ford. Camp Administration. New York, Ronald, 1971.

Douglas B. Henson. Marketing Management for Social Service Agencies. , Ohio, Association of Professional YMCA Directors, 1973.

Clarence B. Nickerson. Accounting Handbook for Nonaccountants. Boston, Cahners, 1975.

Alan A. Nathans. Handbook of Camp Maintenance. New York, Association Press, 1959.

Stephen J. Knezwich. Program Budgeting (PPBS) a Resource Allocation Decision System for Education. Berkeley, California: McCutchan Publishing Corporation, 1973.

Worksheets



Unit 7.2

Sample Cost Analysis Worksheet

Account	Cost Last Year	Change due to Price fluctuation	Change due to Operational revision	Total Adjusted Cost
Salaries				
Payroll Taxes				
Employee Benf.				
Personnel exp.				
Food				
Maint. supply				
Travel				
Printing				
Office supply				
Telephone				
Postage				
Equip maint rent.				
Dues fee lic				
Pgm. supply				
Insurance				
Finance Cost				
Depreciation				
TOTALS				

Unit 7.2

Sample Functional Budget

INCOME	Total	Administration	Kitchen & DH	Health Serv.	Program	Tripping	_____	_____
Fees	—	—	—	—	—	—	—	—
Contributions	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—
EXPENSE								
Salaries	—	—	—	—	—	—	—	—
Payroll taxes	—	—	—	—	—	—	—	—
Benefits	—	—	—	—	—	—	—	—
Other Personnel	—	—	—	—	—	—	—	—
Food	—	—	—	—	—	—	—	—
Maints supply	—	—	—	—	—	—	—	—
Travel	—	—	—	—	—	—	—	—
Administration	—	—	—	—	—	—	—	—
Equipment	—	—	—	—	—	—	—	—
Dues fees & lic.	—	—	—	—	—	—	—	—
Program supply	—	—	—	—	—	—	—	—
Insurance	—	—	—	—	—	—	—	—
Finance	—	—	—	—	—	—	—	—
Depreciation	—	—	—	—	—	—	—	—

Unit 7.2

Sample Budget Worksheet

INCOME

Fees Campers @ \$ _____ = \$ _____
 Campers @ _____ = _____
 Campers @ _____ = _____
 total fees _____

Contributions
 Sustaining gifts @ Av. \$ _____

Other income _____
 total income _____

EXPENSESalaries

Administration \$ _____
 Health Service _____
 Food Service _____
 Maintenance _____
 total salaries _____

Payroll Taxes - Salaries X 9% to 10% _____

Employee benefits _____

Other personnel expense - Workman's Compensation
 transportation etc. _____

Food cost per meal served _____ meals served _____

Maintenance supply _____

Travel _____

Administration

Printing _____
 Office Supply _____
 Telephone _____
 Postage _____

total administration _____

Unit 7.2

budget worksheet (continued)

Equipment maintenance & rental

_____.

Dues, fees & licenses

_____.

Program supply

_____.

Insurance

_____.

Finance cost

_____.

total current expenses

Capital

Depreciation

_____.

total expense

=====.

Unit 7.2

Sample Weekly Cost Control Worksheet for Use During Camp

Account	Budget	1st. wk. Balance	2nd wk Bal.	3rd Wk Bal.	4th wk. Bal.	5th wk Bal.	6th wk. Bal.
Salaries							
Taxes							
Benefits							
Personnel							
Food							
Maint Sup.							
Travel							
Adm.							
Equip.							
Dues & Fees							
Program Sup.							
Insurance							
Finance cost							

Unit 7.2

Camp Deficit

Balance Sheet

July 30, 1976

Cash.....	\$22,000.00
Accounts receivable.....	525.00
Land and buildings, at cost	<u>82,000.00</u>
total assets	104,525.00
Accounts payable.....	<u>10,000.00</u>
Total liabilities.....	10,000.00
Balance	<u>94,525.00</u>
Total liabilities and fund balance	104,525.00

* * * * *

Income and Expense

November 30, 1976

Income:

Camper fees (1976)	\$21,000.00
Camper fees (1977)	3,200.00
Contributions	<u>1,000.00</u>
Total Income	25,200.00

Expenses:

Salaries	12,000.00
Taxes (Payroll)	2,100.00
Supplies	5,000.00
Travel	<u>2,000.00</u>
Total Expense	21,100.00

There are two errors and one "suspicious" figure in the above examples.

Answer Sheets

Module 7

Managing Camp Business and Finance

Answers to Pre-Test

1. c
2. F (the camp staff)
3. b
4. The Farm and Home Administration
The U. S. Forest Service
The U. S. Conservation Service
The Environmental Protection Agency
The Small Business Administration and others
5. F
6. Property - casualty
Liability
Workman's Compensation
7. F
8. T
9. T
10. F
11. T
12. one
13. T
14. Objective (operational)
Functional
15. all apply but the eighth one
16. F
17. F
18. F
19. T
20. F
21. F
22. Daily Cash Register (journal)
Purchase orders (over an amount set by policy)
Checks or bank drafts or check register
Bank statement
Trial Balance
23. F
24. F
25. F
26. a
27. none should be listed

Answers to Pre-Test (continued)

28. a. 990 or 990-A
b. 1040 (proprietorship) or
1065 (partnership) or
1120 or 1120S (Small Corporation)
29. overdrafts, cash shortages or loss of interest on deposited funds
30. daily or weekly account worksheet (analysis, journal, account summary)
31. Federal Insurance Contributions Act
32. a bank authorized to accept federal tax deposits
33. General Ledger
34. Statement of Income and Expense - Budget Report - Profit and Loss Statement
35. operating in the red - at a loss - deficit financing
36. technically bankrupt - broke - operating on someone else's money
37. members, board, public
38. the Internal Revenue Service (maybe to their stockholders and/or banker)
39. An Income and Expense Statement
A comparative budget
A balance sheet
40. Trial Balance...

Module 8

Providing Camping Services and Experiences to Persons with Physical Handicaps



Prepared by

**David Austin
Bernie Schrader**

Edited by

**Dennis A. Vinton
Elizabeth M. Farley**

Module 8

Providing Camping Services and Experiences

Flow Chart

Steps to Follow to Complete This Unit

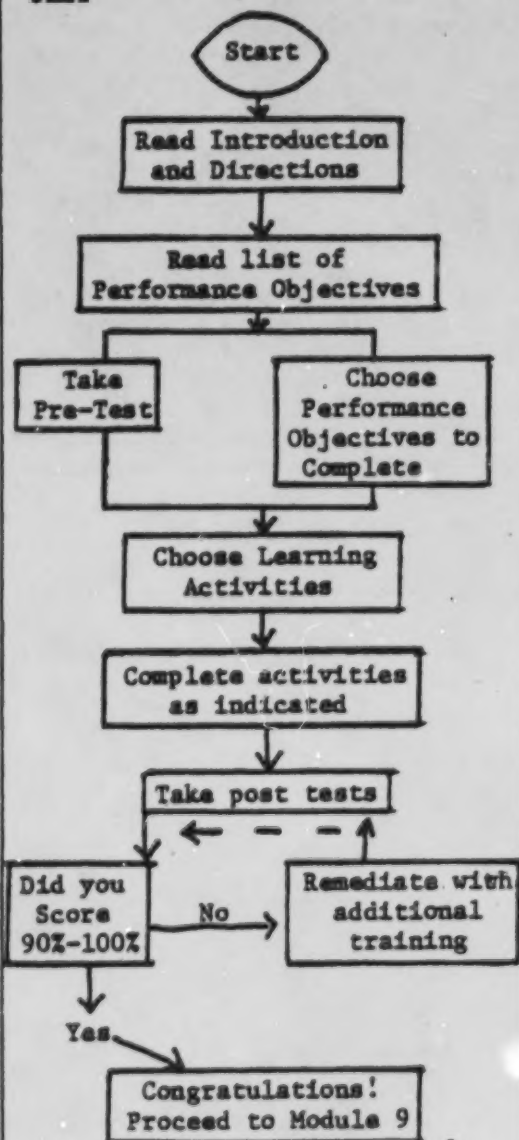


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Module 8

Providing Camp Services for Physically Disabled Campers

Introduction

The provision of camping services and experiences to persons with physical handicaps is the primary purpose for camp operation. The camp director must have a thorough understanding of camp programming and its relationship to the needs of the physically disabled camper. The director must be able to guide and shape the program through proper mobilization and utilization of camp personnel and resources. In addition, the program and personnel must be periodically evaluated to determine if the needs of the campers are being met.

This module attempts to provide the trainee with knowledge and skills necessary to guide the provision of camping services and experiences to persons with physical handicaps.

Directions

The directions for Module 8 are similar to those for all the Camp Director training modules, except for one aspect. Module 8 has a pre-test, which can be used in conjunction with the behavioral objectives list to determine your entry level. This will give you two evaluation measures to more accurately determine your competency.

Module 8 is very comprehensive and detailed. Even though it has many more objectives than any of the other modules, there are actually only about twice as many activities. The behavioral objectives are divided into larger groups to more effectively allow you to achieve competency by completing as few activities as possible.

The activities in this module will have you develop an operating philosophy and organizational structure for your camp; develop a camp program and weekly schedule; determine job descriptions for staff members; plan for employing staff; develop methods for camper recruitment; develop pre-arrival, pre-camp, and in-service staff training; determine your effectiveness as a supervisor; develop evaluation procedures for camp, staff and program evaluation; select evaluation tools; and write final reports to the campers' parents. The experienced camp director may find this module an excellent review and a means of revising some aspects of his existing program.

Module 8

Providing Camping Services and Experiences

Performance Objectives Checklist

This module contains two self-evaluation measures to help you determine your entering competencies. You may complete the pre-test and/or the performance objectives checklist to determine which objectives to select as the basis for activity completion.

Module Goal To provide camping services and experiences.

Unit 8.1 Determining Program Structure for the Camper Population

Unit Objective To determine program structure for the camper population.

- * ____ 1. In your own words, state why the traditional categorical approach of structuring programs solely according to specific conditions or handicaps has been challenged.
- * ____ 2. Discuss the necessity for the provision of several levels or functional groupings for camp programs in relationship to the non-categorical approach to programming.
- ____ 3. State a philosophy of programming. Within your philosophy, include the principles of program planning outlined by Dimock, The National Easter Seal Society for Crippled Children and Adults, Rodney and Ford or other authorities.
- ____ 4. Briefly explain the basic concept of mainstreaming.
- ____ 5. Discuss the effects, both good and bad, mainstreaming can have on your program.
- ____ 6. List three agencies which could provide resources to assist you in developing a mainstreaming program.
- ____ 7. Given the list of program structures outlined by Rodney and Ford, describe each type of program structure or situation.
- ____ 8. Describe one specific camp program according to the elements or factors listed on the content outline which affect program structures.

*For camps serving special populations

Module 8

- ___ 9. Describe two major principles in program development.
- ___ 10. List three or more reasons why certain camp programs are more inviting to a camper than others.
- ___ 11. List three or more major factors that affect the camp program.
- ___ 12. List three basic principles of camp organizations.
- ___ 13. Suggest an organizational pattern for the specific camp used in performance objective 5.

Unit 8.2 Recruitment of Campers

Unit Objective To gain an understanding of the methods of recruiting campers.

- ___ 14. Without using any references, explain five methods of recruiting campers.
- ___ 15. Outline a recruitment program for campers. Within your response, include information regarding the methods you will use, when the recruitment program will begin and what agencies and groups you will target your program.
- ___ 16. Draft an announcement of a camp program for your camp. You should cover all points discussed in the Easter Seal Guide.
- ___ 17. List and explain admission procedures. Without references, list the exact types of information which should be on file for each camper. (For camps serving the physically handicapped, the Easter Seal Guide is an excellent resource.)

Unit 8.3 Recruitment of Staff

Unit Objective To gain an understanding of the process of recruiting staff.

- ___ 18. Describe specifically how job analysis determines job description and specifications for jobs.
- ___ 19. Explain techniques which might be used to complete job analysis.
- ___ 20. Perform a job analysis for a camp staff position with which you are familiar.

Module 8

- ___ 21. In your own words, state the job responsibilities for each camp staff position listed below.
- ___ 22. Without referring to any reference, state basic qualifications for staff listed below, using those personnel standards found in the Easter Seal Guide, Shivers and ACA Camp Standards as a basis for your statements.

 Camp Director
 Program Director
 Unit Leader or Supervisor
 Waterfront Director
 Program Specialists (Arts & Crafts, Nature Study)
 Drivers of Vehicles
 Nursing Staff
 Counselors
 Relief Counselors
- ___ 23. Develop an organizational chart for the staff based on their responsibilities.
- ___ 24. Without referring to any references, list at least three logical steps in the employment process which would be taken when an individual expresses interest in a camp staff position.
- ___ 25. With the use of examples or other resources, design (or select) an "ideal" personnel application blank for use in a camp.
- ___ 26. Describe how you would arrive at the total number of staff to be hired for a resident camp.
- ___ 27. Describe a strategy to recruit camp staff. Within your strategy, you should discuss ways of advertising your positions and the timing of your efforts.
- ___ 28. List five to ten college majors which would provide students with appropriate training to be counselors. (If your camp serves a special group or offers a specialized program, you need to make sure your staff can meet those needs.)
- ___ 29. State several guidelines for conducting an interview.
- ___ 30. Conduct an employment interview.
- ___ 31. List reasons for selecting and hiring staff.

Module 8

Unit 8.4 Staff Training and Supervision

Unit Objective To develop a staff training program and system of supervision.

- ___ 32. Explain three or more methods which may be used in pre-arrival training.
- ___ 33. Discuss what should be contained in a staff manual.
- ___ 34. Tell how the job description can be a tool to staff learning.
- ___ 35. Describe major objectives of pre-camp training based upon readings and group discussions.
- ___ 36. Using any materials you wish, prepare a schedule for a pre-camp training program for a resident camp. Within this schedule, list the topics to be covered and the techniques you will use to instruct each topic.
- ___ 37. Develop an in-service training program to be conducted during the camp season for the camp of your choice. State types of structures and provide topics or sessions which you will cover.
- ___ 38. Explain the counselor-in-training Programs provided at many camps as a possible training approach for future counselors.
- ___ 39. Discuss staff involvement in program planning. Within this discussion, you should cover the involvement of program coordinators or specialists, as well as counseling staff.
- ___ 40. Discuss staff training for program implementation. You should discuss what training should be provided and through what means it should be provided.
- ___ 41. Discuss at least two reasons why it is important to complete program pre-planning for all time periods of the day.
- ___ 42. Discuss program scheduling. Within your discussion, you should cover types of schedules, the need for flexibility in program implementation, and the need for contingency planning.
- ___ 43. Describe the place of staff reviews of individual campers in implementing the program.
- ___ 44. Describe positive traits a camp director should have in order to be a good supervisor rather than a "snoopervisor".

Module 8

- ___ 45. State six or more principles of supervision.
- ___ 46. Examine your personal strengths and weaknesses as a supervisor.
- ___ 47. Explain necessary supervisory patterns to ensure the camp program is properly implemented.
- ___ 48. Carry out an effective counseling session.

Unit 8.5 Evaluation and Reporting Results

Unit Objective To develop evaluation and reporting methods.

- ___ 49. In your own words, state two main purposes for evaluation of camp programs.
- ___ 50. Describe the importance of using standards and/or objectives in the evaluation process.
- ___ 51. Provide a list of at least five types or groups of persons who could be involved in the evaluation of camp programs.
- ___ 52. Describe methods of program evaluation found in the literature for this unit.
- ___ 53. List certain factors that will affect camp evaluation/appraisals and explain why it is important to consider these factors.
- ___ 54. Prepare a complete evaluation plan for a camp program. This plan should include: a) methods to be employed, b) actual forms or questionnaires to be used, c) a time schedule for evaluation and d) who will participate in the evaluation task.
- ___ 55. Discuss the pros and cons of each type of appraisal tool which might be used in individual evaluation of camp staff.
- ___ 56. Discuss problems to be avoided in application of appraisal tools.
- ___ 57. State who you think should actually do the appraisal of camp staff.
- ___ 58. Select (or develop) and evaluate at least two appraisal tools which might be used in a camp setting.
- ___ 59. Apply at least one type of appraisal instrument.

Module 8:

- ___ 60. Develop a system of evaluating campers and reporting the results to the appropriate person, parent or agency.
- ___ 61. Present an outline of major topics or headings that should be covered in the final report compiled on each camper for the parents, guardian or sponsor.
- ___ 62. Given information on a camper, prepare a final report to the camper's parents, guardian or sponsor.

Module 8**Pre-Test****Providing Camping Services and Experiences**

1. Develop an operating philosophy for a camp and diagram the organization structure showing how you are going to incorporate that philosophy into the camp program.
2. List three (3) major factors that affect a camp program.
 - a.
 - b.
 - c.
3. Explain the benefits of mainstreaming a camp.
4. Explain how job analysis determines job descriptions and specifications for jobs.
5. State the responsibilities of the Program Director according to ACA standards.

Module 8

6. Describe similarities between a personnel manager in industry and a camp director.
7. List four (4) logical steps in the employment process when an individual expresses interest in a camp staff position.
 - a.
 - b.
 - c.
 - d.
8. List six (6) college majors which would most likely provide students for potential staff members.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
9. List and explain four (4) methods of recruiting campers.
 - a.
 - b.
 - c.
 - d.
10. List four (4) types of information which should be on file for each camper.
 - a.
 - b.
 - c.
 - d.

Module 8

11. Name two (2) topics that you feel should be covered in a staff manual. If it is a camp for the handicapped, name two topics not normally found in a staff manual.
 - a.
 - b.
12. Briefly describe an in-service training program to be conducted during the camp season for the camp of your choice.
13. List two (2) methods of staff training for program implementation.
 - a.
 - b.
14. List three (3) positive traits a camp director should have in order to be a good supervisor.
 - a.
 - b.
 - c.
15. Briefly explain how you would counsel a camp employee who has much experience as a camp counselor, but is having trouble in a new position with much more responsibility.
16. State, in your own words, two (2) main purposes for evaluation of camp programs.
 - a.
 - b.

Module 8

17. List four (4) major types or headings that should be covered in a final report compiled on a camper for the parent, guardian or sponsor.

- a.
- b.
- c.
- d.

Turn to the back of the yellow section to check your answers.

Module 8

Providing Camping Services and Experiences

Unit 8.1

Determining Program Structure for the Camper Population

Unit Objective To determine program structure for the camper population.

Content Outline

- I. Approaches to Camp Programs
 - A. Categorical Approach
 - B. Non-Categorical Approach
- II. Philosophy of Program Planning
- III. Elements Affecting Program Structure
 - A. Camp Philosophy: Purposes and Objectives
 - B. Physical Resources, Facilities, Equipment, Supplies
 - C. Human Resources: Staff
 - D. Camper Population: Interests, Desires, Abilities
 - E. Length or Duration of Camp
 - F. Parental Expectations
- IV. Organizational Structures

Trainee Information

There are thirteen (13) objectives for you to complete in this unit. They are divided into three groups. You should complete three activities, one for each group of objectives.

Unit 8.1**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

- *1. In your own words, state why the traditional categorical approach of structuring programs solely according to specific conditions or handicaps has been challenged.
- *2. Discuss the necessity for the provision of several levels or functional groupings for camp programs in relationship to the non-categorical approach to programming.
- 3. State a philosophy of programming. Within your philosophy, include the principles of program planning outlined by Dimock. The National Easter Seal Society for Crippled Children and Adults, Rodney and Ford or other authorities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities

- 1a. Attend ACA meetings and workshops which will assist you in developing your programming philosophy.
- 1b. Read the starred references at the end of the unit. As you read, make notes on the information which will help you to achieve the performance objectives for this unit.
- 1c. Ask an ACA representative to visit your camp to present information which will help you refine your camp's approach to and philosophy of programming.

Group Activities

- 1d. Participate in a group lecture/discussion in which camp directors share various aspects of their program and program philosophy. Identify good aspects of your program, as well as areas which need improvement.
- 1e. View the film entitled To Light a Spark available from "Fund for the Advancement of Camping". This is one camp's philosophy. As a group, discuss this philosophy stating points which you agree and disagree with. Also, view the film Camping and Recreation Programs for the Handicapped developed by Camp Riley. Discuss its philosophy.

*Note: Camps serving special populations must do all three (3) performance objectives. All other camp directors only need to do objective 3.

Unit 8.1**Performance Objectives**

4. Briefly explain the basic concept of mainstreaming.
5. Discuss the effects, both good and bad, mainstreaming can have on your program.
6. List three agencies which could provide resources to assist you in developing a mainstreaming program.

Learning Activities**Individualized Activities**

- 2a. Read the article by Tringo and Martin found in the readings.
- 2b. Interview someone from your local Easter Seal Society, Association for Retarded Citizens, American Foundation for the Blind or another organization serving handicapped people. Discuss with them the possibility of mainstreaming handicapped people into your camp, its feasibility, cost, staff needs, etc.

Group Activities

- 2c. Meet with a panel of experts—possibly a handicapped person, a camp director serving only handicapped people, a representative of an organization which serves handicapped people and a camp director who includes mainstreaming as a part of his camp program. Discuss with them any questions or concerns which will help you complete the performance objectives.

Unit 8.1

Performance Objectives

7. Given the list of program structures outlined by Rodney and Ford, describe each type of program structure or situation.
8. Describe one specific camp program according to the elements or factors listed on the content outline which affect program structures.
9. Describe two major principles in program development.
10. List three or more reasons why certain camp programs are more inviting to a camper than others.
11. List three or more major factors that affect the camp program.

Learning Activities

Individualized Activities

- 3a. Visit several camps. Tour them and obtain copies of their staff manual, written promotional information and organizational charts. Using all information available, evaluate (describe) the elements affecting the program structure. (These elements are listed on the content outline for this unit.)
- 3b. Develop and complete an evaluation form or complete a written evaluation of a camp program considering each of the elements. Are the elements properly considered in the camp program? Evaluate the organizational pattern (chart) as to its appropriateness.
- 3c. Read the chapter on Camp Programs in Camp Administration by Rodney and
(continued on next page)

Group Activities

- 3d. Attend a lecture/discussion on the program structure outlined in Rodney and Ford.
- 3e. Divide into groups and evaluate your camps according to the structures (factors) outlined in Rodney and Ford. Discuss solutions for your existing problems. Report the results back to the total group.
- 3f. Participate in a discussion on camp programs. Discuss what motivates campers to attend camp, what are the campers major interests at camp, what can affect camp programs, and other topics which will help you achieve the performance objectives.

Unit 8.1**Individualized Activities****Group Activities**

(continued)

Ford. Also, skim read the two camp programs described by Shea. Consider the fundamental factors as you read.

Unit 8.1

Performance Objectives

12. List three basic principles of camp organizations.
13. Suggest an organizational pattern for the specific camp used in performance objective 5.

Learning Activities

Individualized Activities

- 4a. Analyze the existing weekly schedule for the camp evaluated in learning activity 2b. Is it an appropriate schedule? Would you suggest any changes? Summarize your remarks in written form.
- 4b. Describe in writing all elements (or fundamental factors) for your camp. Then propose an organizational pattern for your camp that would allow you to carry out your camp program.
- 4c. From the book Administration of the Modern Camp by Dimock, read the chapter on camp organization.

Group Activities

- 4d. For the same camp described in learning activity 2b, devise a weekly schedule. This schedule can follow any format which you wish. Shea provides a sample schedule on page 138.
- 4e. Attend a discussion on camp organization. Include in your discussion staffing patterns, program schedules, etc.

Evaluation Criteria

Turn to the yellow section at the end of the module and complete the post test.

Unit 8.1**Remedial Activities**

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

1. With the trainer, determine activities which would assist you in your weak areas. Report any of the assigned readings.
2. Discuss your description (or evaluation) of a camp program and weekly schedule with the trainer. Areas which were considered inadequate should be identified and corrections made. Following revision, present the material to the trainer for feedback and approval.

Unit 8.1

Determining Program Structure for the Camper Population

References

*American Alliance for Health, Physical Education and Recreation. Involving Impaired, Disabled, and Handicapped Persons in Regular Camp Programs. Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1976. pp. 5-9.

Camping and Recreation Programs for the Handicapped, Indiana University, 17 minutes, 16mm, color Audiovisual Center, Bloomington.

*Dimock, Hedley. Administration of the Modern Camp. New York: Association Press, 1967. pp. 122-135, 72-82.

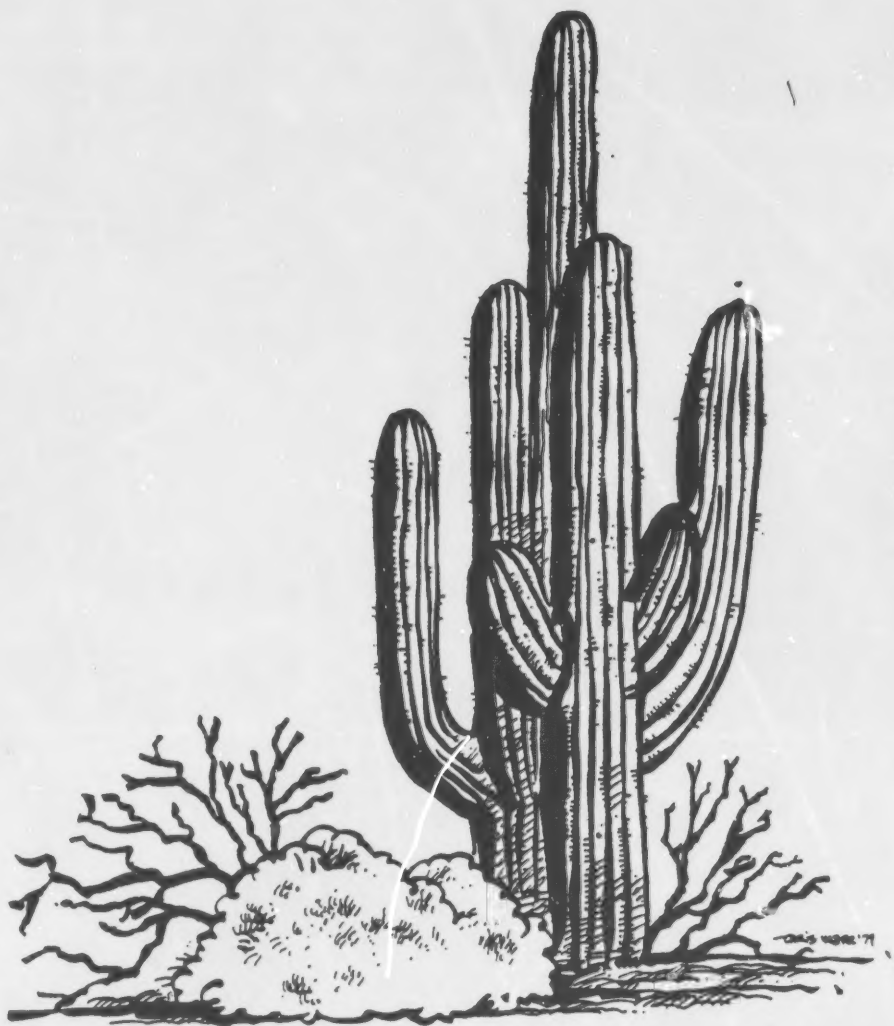
*National Easter Seal Society for Crippled Children and Adults. Easter Seal Guide to Special Camping Programs. Chicago: National Easter Seal Society for Crippled Children and Adults, 1968. pp. 50-51.

*Rodney, Lynn S. and Phyllis M. Ford. Camp Administration. New York: The Ronald Press Company, 1971. pp. 192-204.

Shea, Thomas M. Camping for Special Children. St. Louis: The C.V. Mosby Company, 1977. pp. 131-148.

To Light a Spark, Chicago, Illinois, Fund for the Advancement of Camping

Tringo, John L. and Edwin W. Martin. "Mainstreaming at Camp is for Children, Staff and Parents", Camping Magazine, 51, 7. pp. 20-21, 24.



Readings

Mainstreaming at Camp is for Children, Staff, and Parents.

John L. Tringo and Edwin W. Martin

The value of camping to the handicapped child is well established. Camping is fun; it is an adventure; it is full of activity and outdoor experiences. Camping means friendship and fellowship. Above all, camping provides handicapped children an opportunity for experiencing new levels of independence. The camping experience can be extremely important for those handicapped children who have had limited social and recreational opportunities because of their disability. The value of the camping experience is multiplied when handicapped children are integrated into a camping program with nonhandicapped children. Before discussing the opportunities camping provides for handicapped children, it may be useful to briefly review the rationale for mainstreaming handicapped children.

Historically, handicapped children have most often been educated in segregated, special education classes. The restricted environment of the special class was considered the most appropriate setting for educating these children because it offered them relief from the academic competition of the regular class and from the social rejection they often experienced when interacting with their nonhandicapped peers. Recently, however, many people have been concerned that this isolation at school would prevent the handicapped child from participating in the mainstream of society. In response to this concern, federal legislation, the Education for All Handicapped Children Act and Section 504 of the Vocational Rehabilitation Act, requires that handicapped children be educated with nonhandicapped children to the greatest extent appropriate. These laws are landmark efforts on the part of the federal government to provide equal access and opportunities for handicapped individuals by eliminating physical, social, and educational barriers to full participation in life.

Camping provides a unique opportunity for bringing handicapped children into the mainstream of life. Integration outside of the school setting can be useful in preparing a child for mainstreaming during the school year and can reinforce the school experience. More important, it enlarges the scope of integration so that interactions between handicapped and nonhandicapped persons become a common and natural aspect of everyday life. At camp, the handicapped child has an opportunity to cooperate and compete with nonhandicapped (and other types of handicapped) children on an equal basis, away from the academic pressures of school. The child wins, loses, succeeds, fails, and sees others do the same. The child is no longer so different to him- or herself or to others. This becomes an accepted fact that all children can take from camp back to school and home. Disability can thus be seen as just another individual variable, like blond hair, left-handedness, or the ability to hit a softball. The mainstreaming

experience at camp can serve as a solid foundation for further integration at home, school, and work.

A camp that is integrating handicapped children for the first time will need to do some thorough planning and preparation to ensure success. Simply integrating handicapped and nonhandicapped campers and expecting a smooth transition is unrealistic. For integration to be successful, it is necessary to: 1) consider the attitudes and expectations of the campers; 2) be aware of parental reactions; 3) train staff members to work with handicapped children; and 4) remove environmental barriers.

Children, as well as adults, have a set of attitudes and expectations regarding handicapped children that must be considered. These attitudes, favorable and unfavorable, affect all behavior and are not easily changed. Staff training and some camp activities can be planned so everyone is made aware of his or her own attitude. An apparently positive attitude, such as "handicapped people have great patience and courage" is as harmful as a more negative attitude because it produces unrealistic expectations and treats all handicapped people as a class with a different set of attributes. Handicapped stereotypes are frequently reinforced as both handicapped and non-handicapped persons react to stereotypes rather than to the person. The most effective way of changing these stereotypes is through frequent contact and interaction under a variety of conditions until people react to a person instead of a stereotype or disability.

Integration will not be effected without some inevitable pain and confusion for the handicapped child. The child will have to face some negative experiences, but these experiences are part of a healthy growth process and their value cannot be overestimated. Handicapped children are often deprived of the necessary feedback from others that would enable them to learn appropriate and inappropriate social behavior. It is only through frequent interactions with other children under a variety of conditions that unrealistic attitudes can be dispelled.

Through interaction with handicapped children, the nonhandicapped children at the camp will learn to deal with some of their own fears and prejudices. Not only will they become more understanding of people who appear to be different, they will begin to see that the differences aren't so great after all. Their own personalities and value systems will be broadened and strengthened. An adult who becomes disabled or has a child born with a handicap will be able to deal more effectively with the disability as a result of his or her previous interactions with handicapped people. Attitudes are a central factor that underlie all preparations for mainstreaming. Particular attention needs to be given to the reactions of parents of both handicapped and nonhandicapped children when planning a mainstreaming initiative.

A number of factors should be considered when dealing with parents who are thinking of sending their child to camp. Parents of both handicapped and nonhandicapped children may be apprehensive about mainstreaming. Labels, such as mentally retarded or emotionally disturbed, should be avoided. Labels are stigmatizing and arouse irrational fears in parents and children. There is no need to identify handicapped children by any specific label at camp. Awareness of practical limitations, such as limited mobility, is all that is needed for planning purposes.

For the parents of a severely handicapped child, camp may provide the first extended vacation from the daily care and responsibility for the child. The camp may provide the first experience of separation and give the parents the satisfaction of knowing that their child will eventually be able to make it on his or her own. As the camping experience develops the child's self-confidence and independence, the parent's concept of the child and their relationship will change.

Parents of nonhandicapped children may take satisfaction in the knowledge that their children are growing in understanding and maturity as they relate to handicapped children. As in any good camp, parents will be reassured by the concern of the administration for all children, adequate supervision and facilities, and the training and competence of the staff. The operational fulfillment of providing a safe, appropriate, and coherent camping program will require staff training.

The easiest way to ensure staff competence is to hire some teachers, handicapped persons, and students of special education as staff members. These staff people who are experienced in mainstreaming should be used as resource people for the entire staff. The impact of mainstreaming is partially lost if only specialists are responsible for handicapped children. There are many resources available to assist in preparing to mainstream. Schools, colleges, volunteers, and organizations for the handicapped can provide information and training at little or no cost. Project REACH, a Bureau of Education for the Handicapped funded project at the University of Kentucky, is developing competency-based training programs for training camp personnel to work with handicapped campers. These training programs are expected to be available in the spring of 1979.

Severely handicapped campers, particularly those in wheelchairs, require some modifications in camp structure and design to allow access and participation in camp programs. Sleeping, eating, and bathroom facilities must be modified to accommodate wheelchairs, and ramps must be installed where stairs are a barrier. Specifications for removing architectural barriers have been established by American National Standards Institute and should be consulted when planning modifications. Camps are often located in naturally rugged terrain

and thought must be given to removing environmental barriers so handicapped campers may have access to programs. This does not mean that every trail, water site, or camp facility must be made accessible. The emphasis is on program accessibility and this requirement is met if nonhandicapped children have access to each program offered by the camp. With reasonable and even simple modifications, even a severely handicapped youngster is capable of participating in camp activities. Any additional costs may be offset by increased revenue from organizations supporting camping for handicapped people, increased utilization of camp facilities by elderly or handicapped groups in the off-season, tax deductions, and state and federal grants.

Camps have a great opportunity, as well as an obligation, to assist in the movement to bring handicapped people into the mainstream of life. Camping is a highly valued experience that can prepare handicapped children for mainstreaming in an enjoyable and nonthreatening atmosphere. Equally important, it can enhance every camper's understanding and feeling for people who appear to be different. Careful planning and preparation is essential to successful mainstreaming but this can be accomplished at minimal cost. Furthermore, the return on this personal and financial investment in mainstreaming will be an increase in the scope and value of camping for all children.

Module 8**Providing Camping Services and Experiences****Unit 8.2****Recruitment of Campers**

Unit Objective To gain an understanding of the methods of recruiting campers.

Content Outline

- I. Camper Recruitment
 - A. Methods of Recruitment
 - B. Admissions Procedures

Trainee Information

This unit has four (4) objectives. They are divided into two groups. You should complete one activity for each group.

Unit 8.2**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

14. Without using any references, explain five methods of recruiting campers.
15. Outline a recruitment program for campers. Within your response, include information regarding the methods you will use, when the recruitment program will begin and what agencies and groups you will target your program.

Learning Activities

(This is what you must do to complete the performance objectives.)

Individualized Activities**Group Activities**

- 1a. Interview sponsoring agencies (Muscular Dystrophy, Private-Independent camp owners, Girl Scouts, YMCA) concerning their methods of camper recruitment and admissions procedures.
- 1b. Outline a recruitment program to recruit campers. Include information regarding the methods you will use, the timing of your program, and at what agencies and groups you will target your program.
- 1c. Read the references. As you read, make notes on the information which will help you to achieve the performance objectives for this unit.

- 1d. Participate in a group discussion led by the trainer. This discussion will center around methods of recruiting campers and types of information which the camp director should have on file on each camper.

Unit 8.2

Performance Objectives

16. Draft an announcement of a camp program for your camp. You should cover all points discussed in the Easter Seal Guide.
17. List and explain admission procedures. Without references, list the exact types of information which should be on file for each camper. (For camps serving the physically handicapped, the Easter Seal Guide is an excellent resource.)

Learning Activities

Individualized Activities	Group Activities
2a. Compose an announcement for a camp. Use the points listed in the <u>Easter Seal Guide</u> as a guideline for the announcement. 2b. Review copies of other camps' admissions procedures and based on your findings, establish your own. (For camps serving the handicapped, the <u>Easter Seal Guide</u> is an excellent resource.)	2c. As a group, interview camp directors concerning their methods of camper recruitment and admission procedures.

Evaluation Criteria

Turn to the yellow section and complete the post test.

Remedial Activities

With your trainer, determine activities which would assist you in your weak areas. Repeat any of the original learning activities deemed necessary.

Unit 8.2

Recruitment of Campers

References

American Alliance for Health, Physical Education and Recreation.
Involving Impaired, Disabled, and Handicapped Persons in
Regular Camp Programs.

National Easter Seal Society for Crippled Children and Adults.
Easter Seal Guide to Special Camping Programs. Chicago:
National Easter Seal Society for Crippled Children and
Adults, 1968.

Shivers, Jay S. Camping: Administration, Counseling, Programming.
New York: Appleton-Century-Crofts, 1971. pp. 36-41

Module 8**Providing Camping Services and Experiences****Unit 8.3****Recruitment of Staff**

Unit Objective To gain an understanding of the process of recruiting staff.

Content Outline

- I. Determining Staff Responsibilities
 - A. Responsibilities of Specific Staff
 - B. Personnel Standards
 - C. Organizational Chart
- II. Staff Recruitment
 - A. The Personnel Search
 - B. Interviewing
 - C. Selecting Staff
 - D. Contracts

Trainee Information

This unit has fourteen (14) performance objectives. They are divided into six groups. Carefully read the learning activities and complete those which will help you complete the performance objectives.

Unit 8.3**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

18. Describe specifically how job analysis determines job description and specifications for jobs.
19. Explain techniques which might be used to complete job analysis.
20. Perform a job analysis for a camp staff position with which you are familiar.
21. In your own words, state the job responsibilities for each camp staff position listed below.
22. Without referring to any reference, state basic qualifications for staff listed below, using those personnel standards found in the Easter Seal Guide, Shivers and ACA Camp Standards as a basis for your statements.

Camp Director
 Program Director
 Unit Leader or Supervisor
 Waterfront Director
 Program Specialists (Arts & Crafts, Nature Study)
 Drivers of Vehicles
 Nursing Staff
 Counselors
 Relief Counselors

23. Develop an organizational chart for the staff based on their responsibilities.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities**Group Activities**

- 1a. Discuss with persons having experience with job analysis techniques to be employed.

- 1b (This learning activity applies only to objectives 17-19.) In a

(continued on next page)

- 1f. Participate in a small group discussion. Debate whether current personnel standards for camp staff are too high or too low for the responsibilities involved. Report your group's conclusions to the entire class.

Unit 8.3**Individualized Activities**

(continued)

textbook on personnel management, review the material on job analysis procedures. Some suggested books can be found in the reference list and are by Beach, Dessler, Finley or Jucius.

- 1c. Analyze a camp job using one or more appropriate job analysis techniques.
- 1d. Obtain job descriptions and organizational charts from several camps. Review them for scope of responsibilities, qualifications of program staff and organization.
- 1e. (This learning activity applies only to objectives 20-22.) From the reference list, read the starred references. Take notes which will help you complete the objectives.

Group Activities

- 1g. Analyze the camp director's job for a camp using one or more appropriate techniques.
- 1h. Discuss with the group techniques for job analysis which have been used where you have been employed.
- 1i. Interview camp staff regarding their responsibilities. Are their responsibilities similar to those stated in their job descriptions? Do staff feel qualifications for their jobs are either too high or too low? Do they feel their camp's organizational chart was appropriate? etc.

Unit 8.3

Performance Objectives

24. Without referring to any references, list at least three logical steps in the employment process which would be taken when an individual expresses interest in a camp staff position.
25. With the use of examples or other resources, design (or select) an "ideal" personnel application blank for use in a camp.
26. Describe how you would arrive at the total number of staff to be hired for a resident camp.

Learning Activities

Individualized Activities

- 2a. Write other camp directors. Find out how they design application blanks, ask what questions they used, what questions they avoid, and how they determine total numbers of staff placements. Ask them to send a copy of their application blank.
- 2b. Read the references at the end of the unit by the American Alliance for Health, Physical Education and Recreation, Bracheen, Byrd, Hedley, Moon, the National Easter Seal Society and Witkovsky. As you read, make notes on the information which will help you to achieve the performance objectives for this unit.

Group Activities

- 2c. Review various application blanks which appear in the literature or you have obtained from camps. Discuss these in a group with other trainees. Come up with a list of key items which the group feels should appear on a camp's application blank. Design or select a blank with these key items. (If your camp is a specialized camp, those key items should be very specific.)

Unit 8.3**Performance Objectives**

27. Describe a strategy to recruit camp staff. Within your strategy, you should discuss ways of advertising your positions and the timing of your efforts.
28. List five to ten college majors which would provide students with appropriate training to be counselors. (If your camp serves a special group or offers a specialized program, you need to make sure your staff can meet those needs.)

Learning Activities**Individualized Activities**

- 3a. Develop a strategy for recruiting staff for your camp. Talk with other camp directors to see what strategies they have used successfully.
- 3b. Make a list of college majors which you feel would likely have students eager to gain pre-vocational experiences as camp staff.

Group Activities

- 3c. With other camp directors, brainstorm strategies for recruiting camp staff. Upon being called upon, present your plans to the trainer and class for reaction.

Unit 8.3

Performance Objectives

29. State several guidelines for conducting an interview.
30. Conduct an employment interview.
31. List reasons for selecting and hiring staff.

Learning Activities

Individualized Activities

- 4a. Obtain guidelines from other agencies to see how they conduct interviews and criteria on which they select staff members. Develop an "ideal" set of guidelines for your program.
- 4b. If available, attend a university camp placement day with a camp director. Observe the techniques used by various camps to obtain staff. Sit in on some personnel interviews as an observer.

Group Activities

- 4c. Role play an interview during class. One class member should volunteer to be the camp director while another should take the role of a person applying for a position, i.e. counselor, cook, arts and crafts specialist. Other students should observe the interview and discuss the use of guidelines for interviewing. After the first interview, the trainer should select two other students to role play the interview before the class. Following this, the students should form pairs so that each student can have the opportunity to play the role of the camp director. The trainer will circulate among the dyads to observe interview techniques.
 - 4d. As a group, develop an outline for a job interview. Discuss important points to note during an interview and important points to tell the person about the position.
 - 4e. Meet with the trainer for a
- (continued on next page.)

Unit 8.3**Individualized Activities****Group Activities**

(continued)

group discussion. Be prepared to adequately answer questions directed to you regarding:

- 1) strategies for recruiting camp staff
- 2) steps in the employment process
- 3) guidelines for personal interviews
- 4) staffing patterns
- 5) staffing selections

Evaluation Criteria

Turn to the yellow section and complete the post test.

Remedial Activities

With your trainer, determine activities which would assist you in your weak areas. Repeat any of the original learning activities deemed necessary.

Unit 8.3

Recruitment of Staff

References

- American Alliance for Health, Physical Education and Recreation. Involving Impaired, Disabled, and Handicapped Persons in Regular Camp Programs. Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1976. p. 33.
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Unit 8.3

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New York: Appleton-Century-Crofts, 1971. pp. 36-41.

Witkovsky, Jerry. "Understanding College-Age Youth Will Help a
Director in Selecting Staff", Camping Magazine. March, 1973.
pp. 11 and 14.

Module 8**Providing Camping Services and Experiences****Unit 8.4****Staff Training and Supervision**

Unit Objective To develop a staff training program and system of supervision.

Content Outline**I. Staff Training**

- A. Pre-Arrival Training
- B. Pre-Camp Training
- C. In-Camp Training.
- D. Counselor In Training (CIT) Program
- E. Program Implementation
 - 1. Pre-planning
 - 2. Staff involvement
 - 3. Program scheduling
 - 4. Staff training
 - 5. Individual camper review
 - 6. Program supervision

II. Staff Supervision

- A. "Snoopervision"? Role of the Supervisor
- B. Basic Principles of Supervision
- C. Counseling Subordinates

Trainee Information

This unit of instruction contains seventeen (17) performance objectives. They are divided into five groups. You should complete five activities, one for each group of objectives.

Unit 8.4**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

32. Explain three or more methods which may be used in pre-arrival training.
33. Discuss what should be contained in a staff manual.
34. Tell how the job description can be a tool to staff learning.
35. Describe major objectives of pre-camp training based upon readings and group discussion.
36. Using any materials you wish, prepare a schedule for a pre-camp training program for a resident camp. Within this schedule, list the topics to be covered and the techniques you will use to instruct each topic.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities	Group Activities
1a. Review Rodney and Ford and the <u>Easter Seal Guide</u> then draft an outline of the topics you feel should be covered in your staff manual. Contact other camp directors to find out what they include in their camp manuals and/or ask for copies of their manuals. Obtain information on methods they have successfully used for pre-arrival training. 1b. Independently write down several ideas about how the job description can aid new staff members in helping them assume (continued on next page)	1d. Working with other directors, brainstorm topics which might be covered in pre-camp training. Discuss the topics to see if you can come to any consensus within your group. 1e. Within your group, relate personal experiences (good and bad) concerning your previous participation in pre-camp training and tell what you learned about conducting training that might guide the efforts of others. 1f. Independently write down four to six objectives for pre-camp training. Compare your list with those of camp directors. (continued on next page)

Unit 8.4**Individualized Activities**

(continued)

responsibility for their own learning during pre-camp training.

- 1c. Develop a schedule for an "ideal" pre-camp training program indicating the techniques to be used to cover each topic you list.

Group Activities

(continued)

Discuss similarities and differences. Revise your list and be prepared to present objectives during group discussions.

Unit 8.4

Performance Objectives

37. Develop an in-service training program to be conducted during the camp season for the camp of your choice. State types of structures and provide topics or sessions which you will cover.
38. Explain the counselor-in-training programs provided at many camps as a possible training approach for future counselors.

Learning Activities

Individualized Activities

- 2a. Interview persons who have completed staff training programs. Find out what they viewed as the strengths and weaknesses of their training.
- 2b. If you completed individualized activity 1c, then develop an in-service training program for the same camp. Make sure you include structures to be employed and topics to be covered.
- 2c. Review materials on the in-service training programs, the reference list provides some suggestions. Based on these readings, develop an in-service training program for your camp.
- 2d. From the list of references, read about CIT programs. Formulate your own ideas regarding the use of such a training program in your camp, then write a 2-4 page paper explaining the (possible) use of a CIT program at your camp.

Group Activities

- 2e. Attend in-service training programs sponsored by ACA or other organizations concerned with camping.
- 2f. As a group, discuss the pros and cons of having in-service training at camp. Then develop an in-service training program for a camp.

Unit 8.4

Performance Objectives

39. Discuss staff involvement in program planning. Within this discussion, you should cover the involvement of program coordinators or specialists, as well as counseling staff.
40. Discuss staff training for program implementation. You should discuss what training should be provided and through what means it should be provided.
41. Discuss at least two reasons why it is important to complete program pre-planning for all time periods of the day.
42. Discuss program scheduling. Within your discussion, you should cover types of schedules, the need for flexibility in program implementation and the need for contingency planning.
43. Describe the place of staff reviews of individual campers in implementing the program.

Learning Activities

Individualized Activities	Group Activities
3a. Prepare a cassette tape recording of approximately 30 minutes in length on the topic "Program Implementation." Within your presentation, discuss the topics which appear on the key points handout found in the readings. 3b. Prepare a paper on the topic "Program Implementation." Use the key points found in the readings as topical headings. Feel free to add any additional headings of your own. 3c. Read the starred references on the resource list. As you read, make notes on the information which will help you achieve the performance objectives for this unit.	3d. Attend a lecture/discussion by your trainer, covering the key points in program implementation. Take notes paying particular attention to the "key points" outlined in your handout found in the readings. 3e. Attend a panel discussion provided by camp directors on program implementation. Take notes paying particular attention to the "key points" outlined on your handout found in the readings.

Unit 8.4

Performance Objectives

44. Describe positive traits a camp director should have in order to be a good supervisor rather than a "snoopervisor".
45. State six or more principles of supervision.
46. Examine your personal strengths and weaknesses as a supervisor.
47. Explain necessary supervisory patterns to ensure the camp program is properly implemented.

Learning Activities

Individualized Activities

- 4a. After completing the readings pertaining to supervision found on the reference list, in your own words state six or more basic principles to guide your supervision. Then go back and check your answer against the "book answer" in the readings.
- 4b. Develop a list of behavior traits for a good supervisor. Evaluate your own behavior based on the list and establish goals to improve your supervisory skills.
- 4c. Visit two camps in operation. With the camp director discuss supervisory needs of the camp and the established supervisory patterns. Write a two page paper comparing the two camps' supervision patterns.

Group Activities

- 4d. Within a group, brainstorm as many traits of a good supervisor as you can. Discuss the ideas presented attempting to arrive at a list of ten or more traits. Then using that list evaluate your strengths and weaknesses as a supervisor. Establish goals to help you improve your supervisory skills.
- 4e. As a group, discuss the supervisory needs of a camp. Devise a supervisory pattern for a camp and be able to explain or defend your pattern to the rest of the group.

Unit 8.4**Performance Objective**

48. Carry out an effective counseling session.

Learning Activities**Individualized Activities**

5a. Make a list of points you would use if asked to give a lecture on the topic, "How to Counsel Staff".

Group Activities

5b. Participate in a group discussion on how to be an effective counselor. Brainstorm positive techniques of good counseling.

5c. Participate in a role playing situation as a camp director who is counseling a staff member. Sample role play situations are given in the readings. Complete this with two other trainees, one serving as the staff member and the other as an observer. Discuss your performance.

Enriching Activity

Complete additional readings on camp staff training and supervision. The reference list offers a good selection to choose from.

Evaluation Criteria

Turn to the yellow section at the end of the module and complete the post test.

Remedial Activity

Review your products with the trainer. Discuss weaknesses. Areas of your work which are considered inadequate should be identified and corrections made. Following revisions, present your work to the trainer for feedback and approval.

Unit 8.4

Staff Training and Supervision

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Unit 8.4

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Unit 8.4

To be used with performance objectives 38-42

Program Implementation Handout

Key points to be gained during presentation:

1. Importance of Detailed Pre-planning

- Importance of planning for every hour - whether campers are engaged in activity, eating, resting, "free time", or whatever.
- Importance of providing structure early in the camp season to aid campers and staff in the initial adjustment to camp.
- Importance of good pre-planning to insure a minimum of problems with program implementation.

2. Involvement of Program Coordinators or Specialists

- Staff who are responsible for specific programs (e.g. waterfront, arts and crafts, nature study, etc.) should be involved in program pre-planning.
- Advisable to have program coordinators or specialists get together for planning sessions prior to the arrival of other staff.
- Ultimately all staff and campers should be involved in day-to-day program decisions. Program coordinators or supervisors provide a framework or structure in which all campers and staff operate.

3. Program Scheduling

- Types of schedules: hourly, daily, weekly, monthly, seasonal.
- Need for flexibility since program is just a plan, it may have to be altered from time to time.
- Need for rainy day schedules and other contingency plans.

4. Staff Training for Program Implementation

- Need for staff training on program structures (schedules, policies, procedures).
- The staff manual, pre-camp training and in-camp training as means to understanding camp program structures.

Unit 8.4**5. Individual Camper Reviews**

-Necessity for discussing each individual camper with program and counseling staff prior to program implementation.

-Necessity for periodic reviews of individual campers.

6. On-going Program Supervision

-Need for supervisory staff to visit program to observe on a regular basis.

-Need to evaluate daily program planning.

-Need to maintain regular communication with staff through individual conferences and staff meetings.

Unit 8.4

To be used with performance objective 47

Roleplaying Situation

A counselor reports to you that rumors are circulating that Counselor A has been smoking pot on camp grounds after taps. You knew Counselor A smoked pot before you hired her; but, during the interview, prior to hiring, had thoroughly discussed this with Counselor A and Counselor A had agreed that it would not be appropriate.

Counselor B is having a difficult time managing his cabin. Earlier in the session another staff member reported seeing Counselor B strike a camper. You met with Counselor B then and discussed other methods of handling problems and warned him if he struck a camper again he would be released from his contract. It appeared things were going smoother but as you walked by his cabin you hear him say to a camper, "I am not allowed to hit you, but if I could, I would."

Module 8**Providing Camping Services and Experiences****Unit 8.5****Evaluation and Reporting Results**

Unit Objective To develop evaluation and reporting methods.

Content Outline

- I. Evaluation of the Camp Experience
 - A. Why Evaluate?
 - B. Standards and Objectives
 - C. Who Should Evaluate
 - D. Methods of Evaluation
 - E. The Evaluation Plan
- II. Evaluation of Individual Staff Performance
 - A. Appraisal Tools
 - 1. Checklists
 - 2. Rankings
 - 3. Scales
 - 4. Critical incidents
 - 5. Others
 - B. Pros and Cons of Appraisal Tools
 - C. Applications of Appraisal Tools
- III. The Report to Camper/Family/Agency

Trainee Information

This unit contains fourteen (14) performance objectives which are divided into five groups. You should complete a total of five activities, one for each group of objectives.

Unit 8.5**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

49. In your own words, state two main purposes for evaluation of camp programs.
50. Describe the importance of using standards and/or objectives in the evaluation process.
51. Provide a list of at least five types or groups of persons who could be involved in the evaluation of camp programs.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities

- 1a. Interview a camp director regarding his evaluation system. Make notes on his comments. Collect any forms or questionnaires he employs in evaluation.
- 1b. Read the starred references found in the reference list. As you read, make notes on the information which will help you achieve the performance objectives.

Group Activities

- 1c. Participate in a lecture/discussion concerning the purposes of evaluation, standards for evaluation in camp situations and persons who could be involved in the evaluation process.

Unit 8.5

Performance Objectives

52. Describe methods of program evaluation found in the literature for this unit.
53. List certain factors that will affect camp evaluations/appraisals and explain why it is important to consider these factors.
54. Prepare a complete evaluation plan for a camp program. This plan should include: a) methods to be employed, b) actual forms or questionnaires to be used, c) a time schedule for evaluation and d) who will participate in the evaluation task.

Learning Activities

Individualized Activities

- 2a. Develop a complete evaluation program for a camp. This plan should include the elements stated in performance objective 54. After completing the first draft of your evaluation plan, have two or more camp directors critique it. Following this, prepare a final plan which represents your best thinking on evaluation. A good source would be Unit 6.2, Evaluating the Camp Program, Module 6 of the Project REACH Camp Staff Training Program.

Group Activities

- 2b. Participate in a group discussion regarding the evaluation process. Trainees with prior experience should present ideas which they have successfully employed in evaluating camp programs. Discuss these ideas noting any you feel you might possibly apply.

Unit 8.5

Performance Objectives

55. Discuss the pros and cons of each type of appraisal tool which might be used in individual evaluation of camp staff.
56. Discuss problems to be avoided in application of appraisal tools.
57. State who you think should actually do the appraisal of camp staff.

Learning Activities

Individualized Activities

- 3a. Review Unit 6.3 of Module 6, Evaluating the Camp Experience of the Project REACH Camp Staff Training Program. Select activities or readings which could be used to evaluate camp staff. An effective method could be the self-evaluation process outlined in Unit 6.3
- 3b. Obtain one or more appraisal tools or instruments actually employed in a camp setting (or you feel would be appropriate to the camp setting). With several other camp directors, discuss the pros and cons of using the tools or instruments you have obtained.
- 3c. Visit a large industry. Interview the personnel manager. Determine what methods are used by the industry to evaluate individual performance. Be able to transfer one or more ideas from industry to the camp situation.
- 3d. Read several articles on staff appraisal in business management sources. Be able to transfer one or more ideas from the business literature to a camp situation.

Group Activities

- 3f. Through a lecture/discussion, identify problems to be avoided in applying appraisal instruments. Discuss within a small group the advantages and disadvantages of having appraisal conducted by each of the following:
 - a. the camp director
 - b. the staff's immediate supervisor
 - c. peer evaluation
 - d. a rating committee composed of supervisory staff
 - e. self-appraisal
- Arrive at a conclusion as to whom the group feels should complete evaluations of camp staff.

Unit 8.5**Individualized Activities**

- 3e. Read the Desaler reference on staff appraisal. As you read, make notes on the information which will help you achieve the performance objectives for this unit.

Group Activities

Unit 8.5

Performance Objectives

58. Select (or develop) and evaluate at least two appraisal tools which might be used in a camp setting.
59. Apply at least one type of appraisal instrument.

Learning Activities

Individualized Activities

- 4a. Interview two or more camp directors who have staff appraisal systems they have employed for some time. Review their instruments. Discuss problems they have encountered. Find out who actually completes the evaluations.
- 4b. Conduct an appraisal of a camp staff member using one of the appraisal instruments you have located.
- 4c. Camper applications may be used as appraisal tools. One example can be found in the readings. Collect 2 more appraisal forms and make them applicable to your camp.

Group Activities

- 4c. Over a pre-determined time span, conduct an appraisal of your trainer using whatever type of instrument you feel appropriate.
- 4e. Collect a variety of appraisal forms and evaluate their usefulness for your camp situation. A sample of a camper application can be found in the readings.

Unit 8.5**Performance Objectives**

60. Develop a system of evaluating campers and reporting the results to the appropriate person, parent or agency.
61. Present an outline of major topics or headings that should be covered in the final report compiled on each camper for the parents, guardian or sponsor.
62. Given information on a camper, prepare a final report to the camper's parents, guardian or sponsor.

Learning Activities**Individualized Activities**

- 5a. Review Units 6.1 and 6.2 of Module 6 of the Camp Staff Training Program developed by Project REACH. It will provide you with the basic information counselors need to observe and evaluate camper performance.
- 5b. Obtain evaluation forms and final reports completed by camps on actual campers. Critique the forms and use your evaluation to help develop appropriate forms to use in your camp. Project REACH advocates a letter type parent report with the camp director determining specific data-based information which should be included. An example of a camper evaluation form can be found in the readings.

Group Activities

- 5c. Look over the evaluation form found on pages 105-106 of the AAHPER publication Involving Impaired, Disabled, and Handicapped Persons in Regular Camp Programs. Then, meeting with other camp directors, develop an outline of major topics or headings to be covered in a final report on each camper. Under these headings make lists of items which might be covered. Ask your trainer to go over the resulting outline for final reports to parents, guardians and/or agencies. Finally, as a group, determine a final report outline which could be used in a camp. Using the final report outline previously developed, prepare a final report on a hypothetical camper.
- 5d. Look over evaluation forms and final report forms you can locate. Then, meeting with other camp directors, develop an outline of major topics or headings to be covered in an evaluation and (continued on next page)

Unit 8.5**Individualized Activities****Group Activities**

(continued)

final report on each camper. Under these headings make lists of items which might be covered. Ask your trainer to go over the resulting outline for final reports to parents, guardians and/or agencies. Finally, as a group, determine a final report outline which could be used in a camp. Using the final report outline previously developed, prepare a report on a camper from information provided you on an actual camper.

Evaluation Criteria

Turn to the yellow section to complete the post test.

Remedial Activity

With the trainer, determine activities which would assist you in your weak areas. Repeat any of the original learning activities deemed necessary or complete any assigned by the trainer.

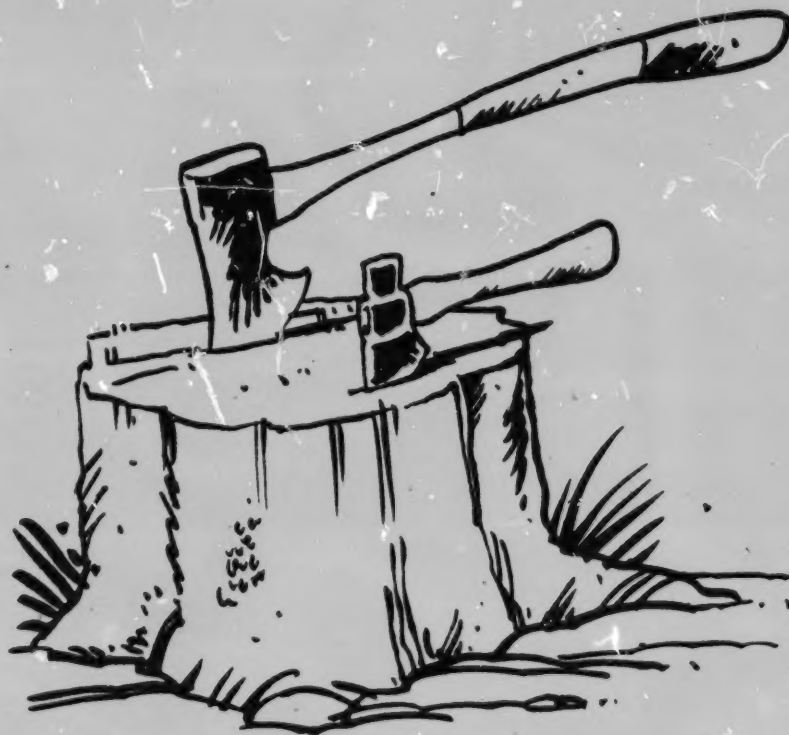
Unit 8.5

Evaluation and Reporting Results

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Worksheets



MEDICAL INFORMATION

To physicians or other health personnel (for example, nurse, therapist, etc.) who have attended the child: Your cooperation is needed in supplying pertinent information, requested below, about this child, who is an applicant for attendance at Camp (state camp name _____). Nurses and a physician will be on full-time duty in the camp's infirmary. All information is confidential and solely for the guidance of the camp's medical staff. PLEASE PRINT, OR TYPE, DIAGNOSIS, MEDICATION AND DOSAGE.

Name of Child
 Address City Zip Code
 Phone Number, if you have it (including area code)

Medical Diagnosis (Physician should check the diagnosis applicable to camper, and detail any variances.)

Cerebral Palsy	Cerebellar Degener.	Other
Epilepsy	Blind	
Myelomeningocele	Deaf	Detail diagnosis listed:
Congenital	Paraplegia	
Hemophilia	Accident	
Muscular Dystrophy	Scoliosis	
	Cardiac	

Describe child's mental functioning in relation to age:

Is child a behavior problem? Detail:

Does child have convulsions? If so, describe type and frequency;

..... Date of last seizure:

List all medication, dosage and frequency: PRINT

Medication	Dosage	Frequency
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		

It is required that every child be immunized against poliomyelitis and tetanus. Physicians should make sure he or parents include the child's immunization record.

Date of most recent polio immunization:

Date of most recent tetanus immunization:

If the child has not had tetanus toxoid previously, at least two doses of tetanus inoculation must be given three weeks apart before camp.

List dates they were given:

Information concerning drugs, immunization and other health matters mentioned above have been verified with child's physician.

(Signed) Title
 (Print Name Under Signature)

Print Name Date

Address City

Phone No Zip Code

APPLICATION

This application MUST BE COMPLETED BY THE PARENTS OR GUARDIAN, and the Medical Information sheet MUST BE COMPLETED BY CHILD'S PHYSICIAN, or other health personnel. (See other side of this application.) Neither can be considered by the Camp Admissions Committee unless all questions are answered. All sessions are open to physically handicapped children, ages 8 thru 18. Please attach photo of child.

Please indicate your first and second choice of camp sessions in the boxes below:

☐ Session I, June 12 - June 24; ☐ Session II, June 26 - July 8; ☐ Session III, July 10 - July 22

Name of Child _____ Sex _____ Birthdate _____ Age _____ Weight _____
 Street Address _____ Phone No. including area code _____
 City _____ Zip Code _____ County _____
 Name of School _____ Grade _____
 Name of Father _____ Occupation _____
 Name of Mother _____ Occupation _____
 Address if other than child's _____
 City _____ Zip Code _____ Phone _____
 Or, can be reached by calling _____
 (Name) (Relationship) (Phone No.)
 Number of other children at home _____ Ages _____
 Child's Physician _____ Address _____ Phone _____
 (Print Name) (Area Code) (No.)
 Family Physician _____ Address _____ Phone _____
 (Print Name) (Area Code) (No.)
 What hospital or clinic does child attend, if any? _____
 Has child previously attended Camp? _____ What year(s)? _____
 Will child attend another camp this summer? If answer is yes, give name of camp _____
 Physical Handicap of child (i.e., cerebral palsy, hemophilia, muscular dystrophy, blind, spinal bifida, deaf, etc.) _____

Child needs help with:

1. Toilet _____ Yes _____ No _____ Some _____
2. Eating _____ Yes _____ No _____ Some _____
3. Dressing _____ Yes _____ No _____ Some _____

Child Walks: Unaided _____ Braces and Crutches _____ Only a short distance _____
 Child is in WHEELCHAIR: All of the time _____ Part of the time _____ For long distance _____
 Child Climbs Stairs: Yes _____ No _____ With help _____
 Child Wets Bed: Yes _____ Sometimes _____ No _____
 Child's special interests and hobbies: _____
 Child's retarded: Yes _____ To What degree _____ No _____

HEALTH HISTORY: (Check, giving approximate dates)

Ear Infections _____	ALLERGIES: Hay Fever _____	DISEASES: Chicken Pox _____
Rheumatic Fever _____	Ivy Poisoning, etc. _____	Measles _____
Convulsions _____	Insect Stings _____	German Measles _____
Diabetes _____	Penicillin _____	Mumps _____
Behavior _____	Other Drugs _____	Asthma _____

Indicate any operations or serious injuries recently incurred by the child, or any activities which should be encouraged or restricted, or any other information camp staff should have _____

Will parents pay \$100 camp fee? _____ If not all, how much? _____ If none, who will pay the fee? _____

Please explain why parents cannot pay _____

(Signed) _____

Must be signed by a parent or child's guardian
 ALSO sign Parent's Consent below.

Date _____

This health history is correct as far as I know, and the person herein described has permission to engage in all prescribed camp activities, except as noted by me and the examining physician. I hereby give permission to the camp to secure proper medical treatment and/or injections, anesthesia, or surgery for my child, in the event of an emergency. In such an instance, I understand that I will be notified.

Full permission and authority are also granted the camp association and its representative to photograph the applicant and to use, publish and release for publication such photos relating to the camp program. The name of such person photographed may be used in connection with the above, with the understanding that there will be no exploitation of the applicant and that any photographs so used should conform to standards of good taste.

I also hereby release and discharge to the camp and to any and all other parties in interest, from all claims, demands, grievances

and causes of action of every kind whatsoever including, but not limited to, all liability for damages of every kind, nature of description which may arise from or out of any injury incurred by my child/ward while in attendance at camp.

 (Signed)

Date:

Camper's Name:

Hometown or neighborhood newspaper:

Module 8

Session _____
Year _____

CAMPER RATING SHEET

NAME OF CAMPER _____ Ambulatory or Wheelchair (circle one)

Circle the appropriate mobility rate: FAST MODERATE SLOW EXTREMELY SLOW

Circle the appropriate mental group: EXTREMELY RETARDED RETARDED MODERATELY RETARDED NORMAL

REFERRING AGENCY _____

Name of Camper's Counselor: _____

This form must be filled out by the above camper's counselor.
Future campership programs depend on the return of this form - deadline is last of camper's attendance.
Use () or (x) in the appropriate box.

During His Camp Stay
The Counselor Saw

	EXC.	GOOD	FAIR	POOR	IMPROVING	NO CHANGE	WORSE- NING	CAN'T SAY
1. Cleanliness at the Dinner Table								
2. Cleanliness in General								
3. Neatness of Dress								
4. Willingness to Eat His Food								
5. Table Habits (way of eating food)								
6. Neatness of Personal Possessions								
7. Willingness to Brush Teeth								
8. Responsibility for Personal Articles								
9. Toilet Habits								
10. Ability to Make Bed								

Module 8

In regard to:

RELATIONSHIPS

1. Ability to be Comfortable with other Campers
2. Ability to get along with His Own Group
3. Ability to get along with others, not in His Own Group
4. Ability to get along with His Counselor
5. Ability to get along with other Campers of Opposite Sex
6. Ability to get along with other Adults at Camp
7. Ability to get along with Older Campers
8. Ability to get along with Younger Campers

EX.	GOOD	FAIR	POOR

During His Camp Stay
The Counselor Say

Imprvm't	No Change	Worsen- ing	Can't Say

REMARKS _____

Would you recommend camper to return next year? YES NO Very briefly, why or why not? _____

Would you say camper benefited from the program? YES NO If yes, in what specific areas? _____

Module 8

In regard to:

GENERAL BEHAVIOR

1. Ability to take Orders from Counselors
2. Ability to be a Follower in the Group
3. Ability to be a Leader in the Group
4. Ability to Follow Camp Routines
5. Ability to be Consistent
6. Ability to Maintain Communications with Parents
7. Ability to not be Homesick
8. Ability to Adjust to New Situations
9. Ability to put Effort into Tasks
10. Ability to not become Easily Frustrated
11. Ability to not be too bossy
12. Ability to be Generally Happy
13. Ability to not be too Passive
14. Ability to be Helpful to Others

Exc.	Good	Fair	Poor

During His Camp Stay
The Counselor Say

Imprvm't	Change	Worsen- ing	Can't Say

REMARKS

Module 8

In regard to:

PROGRAM SKILLS

1. Ability to Swim
2. Ability to Perform in Arts & Crafts
3. Ability to Perform in Nature Activities
4. Ability to Perform in Dramatics
5. Ability to Perform in Recreational Sports
6. Ability to Perform in Archery
7. Ability to Perform in Trips or Pioneering Activities
8. Ability to Perform in Rowboats, Canoes or Sailboats
9. Ability to Perform in Garden Program
10. Ability to Perform in Singing
11. Ability to Perform in Group Games
12. Ability to Perform in Individual Activities
13. Ability to Perform in Discussions and Campfires

REMARKS

DURING HIS CAMP STAY THE COUNSELOR SAY

[illegible]

Post-Tests

Unit 8.1

Post-Test

Determining Program Structure for the Camper Population

1. Develop an operating philosophy for a camp and diagram the organizational structure showing how you are going to incorporate that philosophy into the camp program.
2. You have decided to accept handicapped children at your camp this summer. Briefly explain the concept of mainstreaming and list three (3) agencies which can act as resources for your program.
3. Without referring to the reference, describe each type of program structure outlined in Rodney and Ford.
 - A. Individual (program structure)
 - B. Tent or Cabin Group
 - C. Special Interest Groups
 - D. Unit Groups
 - E. All-Camp Groups
 - F. Totally Unscheduled Structure

(continued on back)

Unit 8.1

- G. Skeletal Structure
- H. Partial Schedule
- I. Scheduled with Camper Choice
- J. Scheduled without Camper Choice

4. List three (3) major factors that affect the camp program.
 - a.
 - b.
 - c.
5. Develop and turn in to the trainer your description, or evaluation, of a camp program and weekly schedule

Turn to the back of the yellow section and check your answers.

Unit 8.2**Post-Test**
Recruitment of Campers

1. Explain four (4) methods of recruiting campers.
 - a.
 - b.
 - c.
 - d.
2. List six (6) points that should be discussed in an announcement of a camp program brochure for recruiting purposes.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
3. List five (5) types of information which should be on file for each camper.
 - a.
 - b.
 - c.
 - d.
 - e.

Turn to the back of the yellow section and check your answers.

Unit 8.3**Post-Test****Recruitment of Staff**

1. List and explain three (3) reasons that a job description can aid new staff members in helping them assume responsibility for their learning.
 - a.
 - b.
 - c.
2. Explain how job analysis determines job descriptions and specifications for jobs.
3. List and explain techniques which might be used to complete job analysis.
4. According to ACA standards, the Director shall be at least:
 - a. 22 years old
 - b. 25 years old
 - c. 23 years old
 - d. 21 years old
5. The Program Director shall be at least:
 - a. 27 years old
 - b. 25 years old
 - c. 23 years old
 - d. 21 years old
6. It is recommended that the Waterfront Director should (according to ACA standards) be:
 - a. 21 years old or older
 - b. Possess WSI or equivalent
 - c. Have taken a course in swimming for the handicapped
 - d. A and B only
 - e. B and C only
 - f. All of the above

Unit 8.3

7. According to the ACA standards, at least ___% of the counselors and program staff should be ___ years of age or older.
- | | | |
|-------------|------------|------------|
| a. 100%, 18 | c. 80%, 21 | e. 50%, 21 |
| b. 100%, 21 | d. 80%, 18 | |
8. It is recommended that the Arts and Crafts Specialist be at least:
- | | |
|-----------------|-----------------|
| a. 23 years old | c. 19 years old |
| b. 21 years old | d. 17 years old |
9. It is recommended that counselors should:
- | |
|-----------------------------------|
| a. Be at least 18 years old |
| b. Have some college |
| c. Exhibit maturity for their age |
| d. A and C only |
| e. B and C only |
| f. All of the above |
10. State the responsibilities for the position of Program Director.
11. According to ACA standards, at least ___% of the camp program staff and administrative staff should hold a Bachelor's degree.
- | | |
|--------|--------|
| a. 5% | c. 15% |
| b. 10% | d. 20% |
12. It is recommended that each staff member, including the camp director, have a minimum of 24 hours off a week or 48 consecutive hours off every two weeks. (True or False)
13. According to ACA standards, the ratio of counselors to campers who are severely disabled should not exceed:
- | | |
|--------|--------|
| a. 1:1 | c. 1:3 |
| b. 1:2 | d. 1:4 |

Unit 8.3

14. List four (4) logical steps in the employment process when an individual expresses interest in a camp staff position.
 - a.
 - b.
 - c.
 - d.
15. List two (2) factors that help determine the number of staff to be hired.
 - a.
 - b.
16. List six (6) college majors which would likely provide students for potential camp staff members.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
17. List two (2) reasons for selecting particular staff and give justification as to why you selected this type of a person.
 - a.
 - b.

Turn to the back of the yellow section and check your answers.

Unit 8.4**Post-Test****Staff Training and Supervision**

1. List three (3) important pre-planning objectives.
 - a.
 - b.
 - c.
2. List and explain three (3) methods which may be useful in pre-arrival training.
 - a.
 - b.
 - c.
3. List two (2) methods of staff training for program implementation.
 - a.
 - b.
4. T F Once established, programs should be followed as outlined in a very rigid manner, since changes could confuse campers and staff.
5. T F All campers and staff should be involved in day-to-day program decisions. Program supervisors should provide a framework or structure in which all campers and staff operate.
6. Name two (2) topics that you feel should be covered in a staff manual. If your camp serves the handicapped, they should be topics that would not be in a staff manual for normal campers.
 - a.
 - b.
7. Briefly describe an in-service training program to be conducted during the camp season for the camp of your choice. (You may continue writing on the top of the next page.)

Unit 8.4

8. List three (3) positive traits a camp director should have in order to be a good supervisor.
 - a.
 - b.
 - c.
9. State five principles of supervision.
 - a.
 - b.
 - c.
 - d.
 - e.
10. Briefly explain the importance of evaluating your personal strengths and weaknesses as a supervisor.
11. List three (3) methods to supervise on-going programs.
 - a.
 - b.
 - c.

Turn to the back of the yellow section and check your answers.

Unit 8.5**Post-Test****Evaluation and Reporting Results**

1. State two (2) major purposes for completing extensive evaluation of a camp program.
 - a.
 - b.
2. Briefly stipulate the importance of using standards or objectives in evaluating the camp program.
3. List four (4) different groups of persons who could be involved in program evaluation.
 - a.
 - b.
 - c.
 - d.
4. Briefly describe two (2) methods of completing camp program evaluation found in the literature.
 - a.
 - b.

Unit 8.5

5. List two (2) factors affecting evaluations/appraisals.
 - a.
 - b.
6. List three (3) reasons why it is important to evaluate individual staff performance.
 - a.
 - b.
 - c.
7. List two (2) types of appraisal tools which might be used in individual evaluation of camp staff.
 - a.
 - b.
8. Discuss pros and cons of above listed appraisal tools.
9. Briefly describe similarities between a personnel manager in industry and a camp director.

Unit 8.5

10. List four (4) major topics or headings that should be covered in a final report compiled on a camper for the parents/guardian/sponsor.
 - a.
 - b.
 - c.
 - d.
11. List two (2) purposes of providing a final report on a camper for parents/guardian/sponsor.
 - a.
 - b.

Turn to the back of the yellow section and check your answers.

Test Answers

Module 8

Pre-Test Answer Sheets

Providing Camping Services and Experiences

1. See Module 1, An Orientation to Camping, Unit of Instruction 3, Organization Structure and Job Responsibilities of All Personnel or your staff manual.
2. Camp philosophy, camp site (size, location, topography, natural resources)
Camp Budget
Program Equipment
Program Staff
3. Answer determined by trainer
4. Answer determined by trainer
5. Check the ACA standards
6. Trainer evaluates answer
7. Write a letter or phone
Send an application
Set up an interview
Interview
8. If special camp:

Therapeutic Recreation Special Education Vocational Rehabilitation Adapted Physical Education Physical Therapy Occupational Therapy	If regular camp: Recreation Biology Natural Resources Nursing Education Physical Education, etc.
--	--
9. Radio, T.V., and Newspapers
Affiliated Organizations
Philanthropic Organizations

Schools and agencies Mailing Word of Mouth
--
10. Medication
Medical History
ADL

Emergency phones Allergies, etc. Interest

Module 8

11. Lifting and transferring
Feeding
Information on disabilities
Attitudes
History of camp
Goals, objectives, philosophy, map of camp, etc.
12. Things which might be covered:

Program ideas
Renew Spirits
Outside speaker on topic of need
13. Staff Manual
Pre-Camp Training
In-Service Training
14. Empathy
Organized
Good Listener
Gives Clear Directions
15. Sit down and talk with them
Have them do a self-evaluation
Establish goals
Check on a regular basis
16. Determine success of current program
Plan for next season
17. Activities in which participated, new and old accomplishments
Socialization with personnel and staff

Unit 8.1**Post-Tests Answers****Determining Program Structure for the Camper Population**

1. See Module 1, An Orientation to Camping, Unit of Instruction 3, Organizational Structure and Job Responsibilities of All Personnel or staff manual.
2. Trainer evaluates answer
3. Check answers against Rodney and Ford, pp. 196-202
4. Camp site (size, location, topography, natural resources)
Camp budget
Program equipment
Program staff
5. Trainer evaluates answer

Unit 8.2**Post-Tests Answers****Recruitment of Campers**

1. Radio, T.V., newspapers
affiliated organizations
philanthropic organizations
school and agencies
mailings
word of mouth
2. Trainer determines answer
3. medication
medical history
ADL
interests
allergies
emergency phone, etc.

Unit 8.3**Post-Tests Answers****Recruitment of Staff**

1. Trainer evaluates answer
2. Trainer evaluates answer
3. Trainer evaluates answer
4. B
5. C
6. F
7. D
8. B
9. F
10. see page 39, Shivers
11. D
12. T
13. B
14. Write a letter or phone
Send an application
Set up an interview
Interview
15. Type of disability
Ratio of campers to staff
Type of program
16. If special camp:

Therapeutic Recreation	Recreation
Special Education	Biology
Vocational Rehabilitation	Natural Resources
Adapted Physical Education	Nursing
Occupational Therapy	Education
Physical Therapy	Physical Education, etc.
Nursing	
17. Degree and training
Past experiences

Unit 8.4

Post-Tests Answers

Staff Training and Supervision

1.
 - a. Importance of planning for every hour
 - b. Importance of providing structure early in camp season
 - c. Answer a minimum of problems with program implementation
2. Answer determined by trainer
3.
 - a. Need for staff training on program structures
 - b. The staff manual, pre-camp training and in-camp training as means to understand camp program structures
4. F
5. T
6.
 - a. lifting and transferring information on disabilities
 - b. feeding
 - attitude
 - philosophy, goals and objectives
 - history of camp
 - camp map
7. Any acceptable program may be described
8.
 - a. empathy
 - b. organized
 - c. gives clear directions

good listener
9. Answer determined by trainer
10. Answer determined by trainer
11.
 - a. Need for supervisory staff to visit programs to observe on regular basis
 - b. Need to evaluate daily program planning
 - c. Need to maintain regular communication with staff through individual conferences and staff meetings

Unit 8.5

Post-Tests Answers

Evaluation and Reporting Results

1. Reasons for evaluation: a) to find out if objectives of the program have been met and b) to suggest changes or modifications in the program for the future.
2. Importance of using standards or objectives: Standards of objectives provide criteria by which the camp program can be judged. Without knowing what the camp program is to accomplish it is difficult, if not impossible, to evaluate if the program was successful. Clearly written objectives enhance the evaluation process.
3. Groups of persons who could be involved in program evaluation:
 - a. Program staff
 - b. Counseling staff
 - c. Support staff (e.g., kitchen, maintenance, health, office)
 - d. Campers
 - e. Parents
 - f. Consultants
 - g. Camp Board
 - h. Camp Advisory Committee

(only four of the above need to be listed for full credit)
4. Two methods of completing camp program evaluation:
 - a. Evaluating objectives - examine specific program objectives.
 - b. Camper Records - review camper participation and progress by examining camp records
 - c. Facility and Resource Use - evaluate the use of resources which may possibly be used in programs
 - d. Camper questionnaires - construct questionnaires to obtain the attitudes and opinions of campers
 - e. Staff Evaluations - employ an evaluation form to collect data from staff
 - f. Parent questionnaires - parents are asked to complete a questionnaire following the camp experience of their son or daughter
 - g. Other methods which should receive credit are anecdotes and case histories of the campers.

(only two of the above need be listed for full credit)

Unit 8.5**5. Factors affecting evaluation/appraisal:**

- a. character and setting of the camp
- b. attitudes toward camping
- c. shortness of camp season
- d. discontinuity between camp experience, home community
- e. value of camping

(only two of the above need to be listed for full credit)

- 6. assess strengths and weaknesses
determine need for in-service training
plan individual self-improvement activities
dismissal
- 7. self-evaluation checklists
ranking
scales
critical incidents
- 8. Answer determined by trainer
- 9. Answer determined by trainer
- 10. activities in which camper participated, old and new
new skills learned
socialization, camper and staff
major accomplishments
- 11. provide listing of accomplishments
means of accountability

Module 9

Promoting Professional Development of All Camp Personnel

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Module 9

Promoting Professional Development of All Camp Personnel

Flow Chart

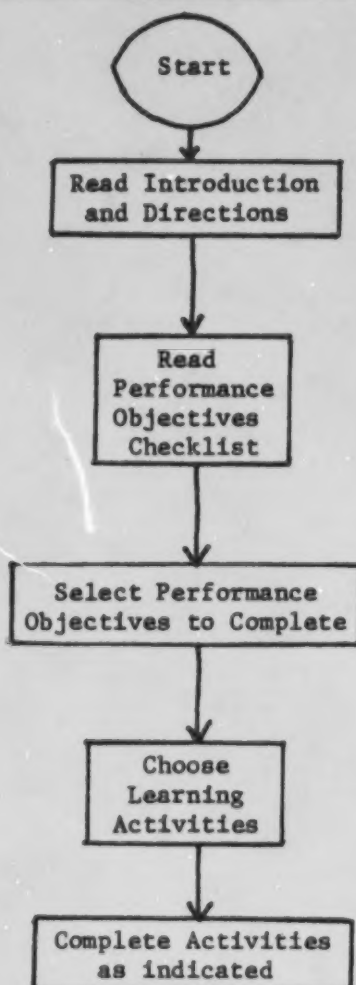


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Module 9

Promoting Professional Development of All Camp Personnel

Introduction

The promotion of professional development of camping personnel is a positive step toward improving the quality of work within the profession. The involvement of camp personnel in activities such as educational workshops, staff decision making, professional organizations and individual exploration will ultimately improve the quality of the camping program. Involvement in professional development allows the camp worker to share experiences with others, discuss current issues relevant to camping and to keep abreast of new research and development within the profession. Module 9 provides the trainee with information regarding the promotion of professional development for all camp personnel.

Module Goal: To promote professional development of all camp personnel.

Directions

Module 9 has been written in a similar manner to all the modules in the Camp Director Program. A major difference is that this module contains no paper and pencil tests, since it was written as a means of self-evaluation and improvement.

To successfully complete this module:

1. Read the introduction and review the flow chart and table of contents.
2. Read the performance objectives checklist and check off each objective you think you can complete without further study.
3. Select learning activities which will help you achieve the performance objectives.
4. Complete the necessary activities.
5. Determine if you will do any enriching activities.
6. After successful completion, exit.

Module 9

Promoting Professional Development of All Camp Personnel

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module 9. Since this module has been developed as a means of self-improvement, you may wish to review many or all of its activities.

Module Goal: To promote professional development of all camp personnel.

Unit 9.1

Providing Guidance and Direction for Staff's Personal and Professional Growth

Unit Objective: To provide guidance and direction for staff's personal and professional growth.

- _____ 1. Develop a system to promote and encourage staff to participate in educational activities related to camping.
- _____ 2. Develop a plan and method to involve staff in decision making.
- _____ 3. Provide information and individual counseling concerning career opportunities.
- _____ 4. Provide the opportunities for staff to increase their level of responsibility and advancement.
- _____ 5. Provide an atmosphere conducive to good constructive interpersonal relations among your staff.
- _____ 6. Develop and utilize a system to encourage staff to explore their values.

Unit 9.2

Pursuing Personal and Professional Growth

Unit Objective: To pursue personal and professional growth.

- _____ 7. Develop a system to increase personal awareness and self-improvement.

(continued on back)

- _____ 8. Encourage participation in professional organizations.
- _____ 9. Utilize good methods to increase awareness of issues related to camping.

Module 9

Promoting Professional Development of All Camp Personnel

Unit 9.1

Providing Guidance and Direction for Staff's Personal and Professional Growth

Unit Objective : To provide guidance and direction for staff's personal and professional growth.

Content Outline

- I. Promoting Involvement in Educational Activities Related to Camping and Related Disciplines
- II. Involving Staff in Decision Making
- III. Providing Individual Counseling with Regard to Career Opportunities
- IV. Providing Opportunities for Increased Responsibilities and Advancement
- V. Fostering an Atmosphere Conducive to Construction of Interpersonal Relations
- VI. Encouraging Exploration of Human Values

Trainee Information

There are six (6) objectives for this unit of instruction. They are divided into four groups. You should complete at least one activity for each group.

Unit 9.1

Performance Objective

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Develop a system to promote and encourage staff to participate in educational activities related to camping.

Learning Activities

(This is what you need to do to complete the performance objective.)

Individualized Activities**Group Activities**

1a. Collect materials to develop a resource file on workshops, seminars, college or non-credit courses. (Example: courses offered by organized groups such as Red Cross or ACA, media or films which could be borrowed and utilized in staff training, lecturers who will present programs for your staff, books, journals and other publications.) Encourage your staff to contribute to the file by sharing information they gather.

1b. Develop procedures for sharing the resource file with staff members and motivating staff to participate in the activities listed.

a. Develop a newsletter/information bulletin to disseminate current notices during the off-season months to staff members.

(continued on next page)

1c. Divide into small groups and discuss methods you could or have used to promote and encourage staff to participate in educational activities. Formulate the methods into a system which could be implemented in your camp. Consider using media, workshops, journals, publications, college classes, resource files, bulletin boards, newsletters, and incentives as part of your overall system. Evaluate the effectiveness of each method and choose the best methods for your situation. You may wish to compare your system to those developed by the other groups.

Unit 9.1

Individualized Activities**Group Activities**

(continued)

- b. Either through use of bulletin boards, card files or resource centers, all information on job openings and in-service training should be readily available to staff members.
- c. Develop a system of rewards for yourself and staff to encourage continued staff training. Will your organization allow you to reimburse staff for one workshop per year? Will they give credit toward promotion or salary raises?
- d. Develop an innovative system for dissemination and recognition of achievement.

Unit 9.1

Performance Objective

2. Develop a plan and method to involve staff in decision making.

Learning Activities

Individualized Activities	Group Activities
2a. Choose an area which you would like your staff to participate in making a decision such as: improving the camp program, developing a special events calendar or organizing offgrounds trips. The topic you choose should be important and relevant to the camp staff and should be stated in a way to get staff to make constructive suggestions and avoid complaints. Using a small community or by yourself, develop a one to two page questionnaire to be filled out by the entire staff and a time schedule for completing this test. Have the staff return the completed questionnaire to a designated place by a certain time so the committee can compile the results. Finally and most important, follow-up by using the suggestions or discussing further the result of the questionnaire with the staff. An example of a questionnaire "Improving the Camp Program" is included in the worksheets.	2c. Either participate in or lead a group meeting using the nominal group technique. A topic should be chosen that is of interest and concern to the group. Instructions about the process and for using the technique are included in the readings. 2d. Review Unit 5.3 on Meetings. Using the information from this unit, hold a staff meeting and include items which would involve the camp staff in making decisions. Use the worksheet provided "Decision Making - Choosing Alternatives" to assist you.

Unit 9.1

Individualized Activities**Group Activities**

(continued)

- 2b. Inform your staff that you are going to try to involve them in making more decisions about the camp. Make a point to informally talk to staff members about a decision that will affect them. Ask for their suggestions, listen to their responses and inform them of the action to be taken. Keep a brief diary of the questions, response and action taken on decisions throughout the camp season. Near the end of camp, discuss with the camp staff how they felt about the informal discussions.

Unit 9.1

Performance Objectives

3. Provide information and individual counseling concerning career opportunities.
4. Provide the opportunities for staff to increase their level of responsibility and advancement.
5. Provide an atmosphere conducive to good constructive interpersonal relations among your staff.

Learning Activities**Individualized Activities**

- 3a. You should develop an open system of communication with your staff. Set up times (coffee hour, informal socials, individual appointments) when staff members will have access to talking with you both individually or in small groups.
- 3b. You should also set up a system by which staff members (either individually or in committees) may assume responsibility for camp duties which will increase their knowledge and responsibility of higher level camp positions.
- 3c. Write/contact other camp directors to find out what methods they have used to increase staff communication.

Group Activities

- 3d. Brainstorm methods which could be used to develop staff responsibilities and open staff communications.

Unit 9.1

Performance Objective

6. Develop and utilize a system to encourage staff to explore their values.

Learning Activities

Individualized Activities	Group Activities
4a. Individually complete "Determining Your Values." Consider the issues listed, the evaluation of your position, and how you could change. 4b. Read "You Can Do Something About It." Select activities you could use to help staff explore their values and what they could do about changing practices.	4c. Divide into small groups and complete tasks 1 and 2 as outlined in "Defining Human Rights" for the topic selected by your instructor. 4d. Divide into small groups and complete the activity "Determining Your Position" for a major issue selected by your trainer. 4e. Participate in a discussion group with other camp directors. Topics should include: a. how the camp director affects others b. how the camp director is perceived by others in the camp c. how the camp director perceives others d. how the camp director responds to others e. how the director feels about his role as camp director f. how the camp director influences others

Unit 9.1

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Reading



Unit 9.1

For use with: Performance Objective 2
Learning Activity 2c

The Nominal Group Technique: A Process for Group Decision Making

The Nominal Group Technique (NGT) is a process which entails the use of a group or panel who must follow a strict format. The NGT was developed by Andre L. Delbecq and Andrew H. Van De Ven in 1968. It has gained extensive recognition as a method for reaching group decisions in human service organizations including social services, education and business. Its use of silent generation of ideas, face-to-face discussion by panel members, and anonymous voting to determine problem solutions brings together the best of the Delphi Technique and interacting group processes. The use of the group decision-making process continues to grow because it does not involve large blocks of time and is simple to use.

The steps involved in the Nominal Group Technique are as follows:

PRELIMINARY STEP. SUMMARY LEADERSHIP GUIDE FOR CONDUCTING AN NGT MEETING.

Design Tasks

- Prepare the question for discussion, objectives or purpose of meeting
- Staff clarifies and discusses the objectives
- Print the question on worksheets for each participant
- Review the voting method recommended for this task (If ratings are used, prepare rating forms for each participant.)

Preparing the Meeting Room

- Table Arrangements:
 - Tables arranged as an open "U" with a flip chart at the open end of the table
 - Sufficient space between tables to avoid interference

Supplies

- Flip chart for each table and for the leader
- Roll of masking tape
- Worksheets and pencils for each participant
- 3 x 5 cards (for ranking), voting forms (for rating)
- felt pens

Introducing the Meeting

- Statement of the importance of the NGT task
- Clarification of the importance of each group member's contribution
- Statement of the use or purpose of the meeting's output

Unit 9.1

STEP 1. SILENT GENERATION OF IDEAS IN WRITING

Process:

Present the question to the group in writing
 Verbally read the question
 Illustrate level of abstraction and scope desired with example which does not distort (lead) group responses
 Avoid other requests for clarification
 Charge the group to write ideas in brief phrases or statements
 Ask group members to work silently and independently
 Model good group behavior
 Sanction disruption of the silent, independent activity by comments addressed to group as a whole

Benefits:

Provides adequate time for thinking
 Facilitates hard work by the model of other group members reflecting and writing
 Avoids interrupting each other's thinking
 Avoids premature focusing on single ideas
 Eliminates dominance by high-status or aggressive members in idea generation
 Keeps the group problem-centered

STEP 2. ROUND-ROBIN RECORDING OF IDEAS ON A FLIP PAD

Process:

Provide clear instructions concerning the step:
 Indicate objective of the step is to map the group's thinking
 Explain need to present ideas in brief words or phrases
 Explain process of taking one idea serially from each member
 Explain group members must decide if items are duplicates
 Explain that an individual may "pass" when he has no further items, but may "reenter" later
 Express the desirability of hitchhiking and adding new ideas even if they are not on individual nominal worksheets
 Explain inappropriateness of discussion prior to completion of listing
 Quick, effective mechanical recording:
 Record ideas as rapidly as possible
 Record ideas in the words used by group members
 Provide assistance in abbreviating only in special situations
 Make the entire list visible by tearing off completed sheets and taping them on an area visible to all group members
 Sanction group as whole if individuals engage in side conversations or attempt to discuss items prior to completing the listing.

Unit 9.1

Benefits:

- Equalizes opportunity to present ideas
- Assists in separating ideas from personalities
- Provides a written record and guide:
 - Increases group's ability to deal with a larger number of ideas
 - Avoids loss of ideas
 - Confronts the group with an array of clues
 - Encourages hitchhiking
- Places conflicting ideas comfortably in front of group
- Forces the group to fully explore the problem

STEP 3. SERIAL DISCUSSION FOR CLARIFICATION

Process:

- Verbally define the purpose of the step:
 - To clarify the meaning of items
 - To explain reasons for agreement or disagreement
- Indicate that final judgments will be expressed by voting so arguments are unnecessary
- Pace the group so that all ideas receive sufficient time for clarification
- Avoid forcing the member who originally lists the idea to be solely responsible for clarifying the item

Benefits:

- Avoids having discussion focus unduly on any particular idea or subset of ideas
- Helps eliminate misunderstanding
- Provides opportunity to express the logic behind items
- Allows members to disagree without argumentation

STEP 4. PRELIMINARY VOTE ON ITEM IMPORTANCE

Process:

- Ask the group to select from the entire list a specific number (7-9) of priority (important) items:
 - Place each priority item on a separate 3 x 5 card
 - Rate the selected priority items using the following sequence: 7 most important, 1 least important, 6 second most important, 2 . . . , 5 . . . , 3 . . . , 4 . . . Place number in bottom right-hand corner and underline.
- Ask group to organize selected priority items by placing and sequencing them in an outline form. Place alpha-numeric signs in the upper left hand corner of the card.
- Collect the cards, do not shuffle them.

Benefits:

- Obtaining independent judgments in writing helps eliminate social pressures

Unit 9.1

Expressing judgments mathematically by rank-ordering or rating increases accuracy of judgments

STEP 5. FOLLOW-UP OF THE PRELIMINARY VOTE

Process:

Tally the vote and send the results to each member of the group
 Define the role of the step as clarification, not pressure toward artificial consensus
 Provide for written feedback and discussion
 Caution group members to think carefully about any changes they make in their voting

Benefits:

Displaying the array of individual votes clearly highlights areas needing further clarification or discussion
 Provides group members a final opportunity to clarify their positions
 Ensures that "spread" votes really reflect differences in judgments, not unequal information or misunderstanding.

STEP 6. FINAL VOTE

Process:

Allow group members to change rank ordering of priority items.

Benefits:

Accurate aggregation of group judgments and error reduction
 Closure to the process.¹

¹Adapted from *Group Techniques for Program Planning*, Delberq, A. L., Van de Ven, A. H. and Gustafson, D. H. Glenview, Illinois: Scott, Foresman and Company, 1975.

Worksheets



Unit 9.1

For use with: Performance Objective 2
Learning Activity 2a

Improving the Camp Program

Background: We have almost completed two camp sessions and would like the staff to decide if any program changes need to be made at this time.

Directions: Answer all the questions then turn the questions in to the program director by noon on Thursday.

Questions:

1. What are the two favorite activities of the campers?

- a.
- b.

2. What are the two activities that staff like the best?

- a.
- b.

3. Do the staff and campers like the same activities?

___ Yes ___ No

If yes, what makes these activities stand out?

If no, what makes the difference?

4. If you had to drop one activity, which would you eliminate?

How would you change or improve upon this activity to make it more successful?

5. If you could add an activity, what would you add?

Unit 9.1

6. What is the biggest problem you have with the camp schedule?

What could be done to eliminate the problem?

7. What do you think is the campers favorite time of the day?
8. What is the best day of the camp session for you and your campers?

Why?

What is the worst? _____

Why?

Thanks for your suggestions. We will talk about your ideas at the staff meeting on Friday at 2:00 p.m. Any changes will be announced Sunday night.

Unit 9.1

For use with: Performance Objective 2
Learning Activity 2a

Decision Making-Choosing Alternatives

Consider a major (or minor) problem at camp. What are ways you could solve this problem? List and evaluate your alternative suggestions and the solutions suggested by the other staff members.

Examples: Wise use of time
Building staff relations
Inservice training
Working cooperatively as a staff
Settling arguments

Problem:

Alternatives	Solution should be Tried	Solution should be Considered	Solution should not be Tried
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Unit 9.1

For use with: Performance Objective 6
Learning activity 4a

Determining Your Values

Brainstorm or individually determine some important issues related to the disabled. Then, list those issues on the following chart on the back of this page. After you have completed the list, look at the seven numbers heading the columns on the right-hand side of the chart. Answer each of the seven questions about each issue, marking the appropriate box with yes or no.

1. Are you proud of (do you prize or cherish) your position?
2. Have you publicly affirmed your position?
3. Have you chosen your position from alternatives?
4. Have you chosen your position after thoughtful consideration of the pros and cons and consequences?
5. Have you chosen your position freely?
6. Have you acted on or done anything about your beliefs?
7. Have you acted with repetition, pattern or consistency on this issue?

After you complete the chart, discuss the issues, your positions on them, and how you did or didn't meet the valuing process.

Unit 9.1

Issue	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Unit 9.1

For use with: Performance Objective 6
Learning Activity 4b

You Can Do Something About It!

Most of us, when we see something wrong, want to try to do something about it. Often, however, we remain inactive because we don't know what we might do. Below are some things people have done to achieve desired changes. Which of these acts is your way of doing something?

CAUTION: All action should be informed action; consequently, reading, learning, interviewing, discussing and generally becoming better informed are necessary first steps before doing something.

Write a Letter

- _____ 1. Write a letter to the editor of your local newspaper. People read these columns more frequently than almost any other section of the daily newspaper. You can influence public opinion.
- _____ 2. Write a letter to your Congressmen or your Senators. Compliment them for something they have done about a problem you are concerned about. Washington counts those letters. They really are influenced by the mail from home.
- _____ 3. Send a letter to someone in the news who has done something you respect or admire. You would be surprised how lonely it can be for someone who has made the news for doing something different.

Attend a Meeting or Organize One

- _____ 1. Write one of the organizations working for a cause you believe in and ask to be put on the mailing list announcing meetings.
- _____ 2. Scan the newspapers for announcements of open meetings of groups in which you are interested.
- _____ 3. Ask your own club or civic group, church group, etc. to have a meeting or invite in a guest speaker on a topic you are deeply concerned with. Program chairman are always looking for good meeting ideas. They probably will be glad to let you help.

Unit 9.1

Take Part in Some Action

- ___ 1. You can distribute leaflets from door to door or at a subway entrance.
- ___ 2. Picketing may be your cup of tea. It often has an impact.
- ___ 3. Organize a petition drive. Even 20 people could make news or cause some public official to take notice.
- ___ 4. Interview people who are in a position to influence others. Sometimes just a series of perceptive questions can make an issue come alive.
- ___ 5. Wear a button.
- ___ 6. Take part in a peaceful march or in some other demonstration.
- ___ 7. Go as a member of a delegation to see some official on an issue.

Face to Face Acts

- ___ 1. Speak up for your point of view. (For example, if someone says something derogatory about a race or religion, talk to him about your point of view.)
- ___ 2. Try to get someone to read a pamphlet or an article which argues for a different position than the one he holds.
- ___ 3. Try to close the gap between what you say and what you do. Put some action behind an argument for what you believe in.

Use the rest of this sheet to list any additional ideas you have about what people can do.

Unit 9.1

For use with Performance

Objective 6

Learning Activity 4c

Defining Human Rights**Group Task #1**

1. Select someone from your group to act as recorder.
2. Generate and list the words and phrases you associate with one of the following topics which will be assigned to your group.

Right to Life

Right to Work

Right to Dissent

Right to Sexual Equality

Right to Non-Discrimination

3. Continue working until you are told to stop.

Unit 9.1**Group Task #2**

1. Using the words and concepts that you generated in Task #1, develop a definitive statement on your "human rights" topic.
2. Print your statement on the large sheet of blue paper.
3. Prepare to discuss how your human rights statement would differ from a human policy statement.

Unit 9.1

For use with: Performance Objective 6
Learning Activity 4d

Determining Your Position

Divide into groups. You will be assigned to discuss one of the following issues. Establish group consensus on:

1. The basis points or factors involved.
2. A group position statement regarding the issue.
3. A DAP analysis of the issue using your position statement as the A, current practices as the D, and suggestions for action as the P.

Major Issues

1. The right of the handicapped to marry and have children.
2. The right to life for the newborn severely handicapped.
3. The right to the least restrictive environment.
4. The right to employment and job security.
5. The civil rights of the handicapped adult.
6. The right to treatment of institutionalized handicapped.

Unit 9.1

STATEMENT:

DESIGNATIVE (AS IS)

APPRAISIVE (SHOULD BE)

PRESCRIPTIVE (WHAT TO DO)

655

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Module 9**Promoting Professional Development of All Camp Personnel****Unit 9.2****Pursuing Personal and Professional Growth.**

Unit Objective : To pursue personal and professional growth.

Content Outline

- I. Applying Camping Experiences to Foster Increased Personal Awareness and Professional Self-Improvement
- II. Participating in Professional Organizations
- III. Maintaining Awareness of Issues Related to Camping

Trainee Information

There are three objectives for this unit. You should complete at least one activity to meet those objectives.

Unit 9.2**Performance Objectives**

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

7. Develop a system to increase personal awareness and self-improvement.
8. Encourage participation in professional organizations.
9. Utilize good methods to increase awareness of issues related to camping.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Individualized Activities

- 1a. Develop a questionnaire for camp staff to assess their participation in professional activities and organizations which could lead to self-improvement. If you wish to use a questionnaire already developed, the sample "Professional Involvement Assessment" is provided. Develop a plan using the form attached to increase your participation in and awareness of new ways to improve your camp-related skills.

Group Activities

- 1b. Brainstorm activities which could increase personal awareness and self-improvement of skills related to camping.

Unit 9.2

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Worksheets



Unit 9.2

For use with: Performance Objective 8
Learning Activity 1a

Professional Involvement Assessment

Circle the correct response.

- | | | |
|--|-----|----|
| 1. Do you belong to a professional organization? | Yes | No |
| 2. Have you attended a professional conference, convention or meeting associated with this or one of these organizations in the last year? | Yes | No |
| 3. Have you attended any in-service training or workshops sponsored by a professional organization in the last year? | Yes | No |
| 4. Do you meet with other professionals to discuss your program and new ideas? | Yes | No |
| 5. Have you purchased any professional literature (books, journals, films) in the last year? | Yes | No |
| 6. Have you read a professional journal regularly or have you read a book to advance yourself in the last year? | Yes | No |
| 7. Have you taken a college credit, continuing education (CEU) or certification course in the last year? | Yes | No |
| 8. Are you currently working toward a degree or certification? | Yes | No |
| 9. Have you served on any committees, donated your time or facilities, prepared an article or speech in the last year? | Yes | No |
| 10. List other professional activities in which you are engaged. | | |

(continued on back)

Unit 9.2

Look over your questionnaire and find areas where you feel you can improve. Then complete the chart on the next page showing how you will improve yourself and become a better staff member.

Unit 9.2

Learning Activity 1a

Improving the Quality of Professional Involvement

Consider the information you listed on the Professional Involvement Assessment. Choose one or two areas where you feel you can improve and develop a plan of action.

Areas where I can expand or improve	How will I accomplish this

Terminology

Terminology

Amputees: Loss of limb, either congenitally or due to an accident.
Many of these individuals use artificial limbs (prosthetics).

Architectural Barrier: Physical barriers which make it difficult or impossible for the physically disabled to move about freely with other people, such as: stairs, narrow doorways, soft pathways, high drinking fountains and sinks, etc.

Auxiliary Staff - Are responsible for supportive services essential to efficient and effective operations upon which the total camp program depends which is under the supervision of administrative staff. This would include personnel in the areas of medical concerns; kitchen and food preparation; maintenance of buildings, grounds, and equipment; housekeeping; transportation; and administrative and office functions.

Camp Counselor - Is responsible for planning and supervising the camp experiences for an assigned group of campers under the direction and supervision of specified administrative or program staff. This includes positions such as senior counselor, unit counselor, village leader, tent or cabin counselor, unit leader, etc. The camp counselor is also responsible to maintain a pleasant, clean and safe environment; to meet campers' personal and safety needs; to prepare reports and inventories; and to work cooperatively with all camp staff to enhance the overall camping experience.

Camp Director - Is responsible for developing, organizing, managing and supervising the personnel and fiscal resources of the camp in order to meet the objectives that have been specified. The camp director is also responsible for evaluating camp effectiveness.

Camp Nurse - Is responsible for providing health services essential to the camp operation. Acting under the standing orders of a doctor, the nurse performs remedial measures for illness and injuries. In addition, the nurse routinely inspects campers for signs of health deterioration, parasite infection, or disease. The nurse reports to the resident physician or the camp director if there is no resident physician.

Camp Secretary - Is responsible for providing secretarial services essential to the efficient and effective day-to-day business operations of the camp. He or she mans the office, handles the mail, types business and program manuscripts and reports, and if there is no business manager, handles the bookkeeping. The secretary is responsible to the business manager, or if lacking, to the camp director.

Camper - Is any individual who chooses to attend, as a participant, an organized camping program which is designed to meet his/her needs.

Cerebral Palsy (C.P.): A disability due to damage of centers of the brain before or during birth resulting in imperfect control of the muscles and marked especially by muscular incoordination, spastic paralysis, and speech disturbances. It is estimated that more than half of the cerebral palsied are mentally retarded.

The types of C.P. include:

1. Spastic: characterized by jerky and uncertain movements and tightly contracting muscles.
2. Athetoid: typically showing uncontrolled, sprawling, muscular functioning.
3. Rigid: extremely tight muscles and limited, resistive movement.
4. Tremor: uncontrollably shaking limbs.

Competency - Is demonstrable knowledge, skill, or behavior devised from explicit conceptions of camp personnel roles.

Competency-Based Instruction (CBI) - [also competency-based education and performance-based education] - Is an instructional program in which the competencies to be acquired and demonstrated by the student and the criteria to be applied in assessing the competencies are made explicit and the student is held accountable for meeting the specified criteria.

Competent - Is having the necessary knowledge, skills and judgment to perform a task effectively as measured by a given standard of performance.

Day Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which the campers go for an established period and return each day to their homes. The purpose is the utilization of the natural surroundings to contribute to the overall growth and development of each camper.

Disability - (see physical disability)

Duty - Is a grouping of two or more similar tasks which are functionally different from other tasks within a job. They usually are performed under similar conditions in a job situation.

Epilepsy - A chronic condition characterized by seizures of varying duration in which there is a loss of consciousness with or without a succession of convulsions. (See petit mal seizures or grand mal seizures.)

Essential Competencies - Are those demonstrable and crucial knowledgeable skills and behaviors camp personnel must possess in order to perform reasonably well and to succeed in any organized camp program operated for the physically handicapped.

Evaluation or Post Test - Is a procedure designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) after the student has completed a set of learning activities or modules.

Grand Mal Seizures - An epileptic seizure in which there are severe convulsions and loss of consciousness or coma.

Handicap - Is the cumulative results of a physical or mental condition of impairment that interposes an obstacle between the camper and his/her maximum functional level.

Head Cook - Is responsible for supervising and coordinating all activities of kitchen personnel and participating in the preparation, serving and clean-up of meals in the camp.

Job - Is a composite of duties and tasks actually performed by a worker.

Learning Activities - Are instructional activities or experiences made available to the student for the purpose of helping the student achieve (perform) the performance objective or set of performance objectives.

Legg-Perthes Disease: A diminished blood supply to the hip causing the bone to become shorter and the head of the thigh bone to become flat. Given time to heal by keeping weight off the hip usually corrects the problem, but this can take from 12-36 months.

Maintenance Supervisor - Is to provide general maintenance and repair services essential to the efficient and effective day-to-day camp operations.

Major Responsibility - Is a grouping of two or more similar duties which are functionally different from other duties.

Module - Is an instructional package containing a set of learning activities called units of instruction and organized to include performance objectives, identified prerequisites, pre-assessment procedures, instructional activities, post-assessment procedures, and a remediation plan and/or activities. The purpose (intent) of a module is to facilitate student acquisition of a competency or group of related competencies.

Multiple Sclerosis: There is an insulating layer of fatty substance over the brain and spinal cord, serving much like insulation over an electric wire and insuring free passage of impulses; in the human, transmission of nervous impulses to the muscles. In Multiple Sclerosis (M.S.), this insulating layer for some reason breaks down, sclerotic patches occur in the brain and spinal cord and this interferes with the proper transmission of nervous impulses. The resultant course of this disease is one of "ups" and "downs", but usually progressing slowly downhill. Because of the damage to the nervous system, coordination, strength, speech, eyesight - one or all may be comprised. This is a rather bizarre disease, occurring much more in the northern area of the United States, Canada, and the Scandinavian countries. It is thecrippler of young adults, usually striking the ages of 20-40.

Multiply Handicapped: Refers to an individual who has more than one handicap, the combination of which makes him unable to benefit from a normal education program.

Muscular Dystrophy (M.D.): There are several different types of muscular dystrophy, which is a genetic hereditary disease which results in a progressive wasting away of muscle. The following are just 2 of the dystrophies.

1. Pseudohypertrophic: The wasted away muscle is replaced by fibrous tissue and fat. This type is transmitted from mother to son. The person may appear to have big muscular calves, buttocks, and shoulders. The disease affects primarily the trunk, shoulders, hips, calves, neck and face muscles. Many die before they are 20 years old, not directly from M.D. but due to the lessening of respiratory functioning. The muscles controlling coughing are affected and thus mucous secretions stay in the lungs where it is warm and moist, creating a condition very conducive to infection and pneumonia. It is most important to guard against colds.

2. Amytonia Congenita (Oppenheim's Disease): This is a non-progressive disorder in which there is a deficiency of the motor cells in the spinal cord which sends the message to the muscles. Because of this deficiency, the muscles are not fully innervated with the resultant weakness and lack of muscle tone. As the person becomes older and bigger, he or she becomes even weaker, but the basic deficit does not get worse, however, it may appear to, due to body growth. As the person reaches full growth, the condition tends to stabilize. The same respiratory precautions as in pseudohypertrophic should be followed in caring for these people.

Organized Camping - Is an outdoor experience which is organized and operated for a specified purpose by professional staff for an identified population. This includes various types of camps including residential, day, school, trip, therapeutic...camps.

Paraplegia: total or partial paralysis of the lower extremities and/or paralysis of parts or part of the trunk. This means the person will have full function of his arms, neck, shoulders and hands. (See quadriplegia.)

Performance Objectives - Is a precise and accurate statement describing the behavior expected of the student as a result of instruction.

Petit Mal Seizures - A mild form of epilepsy in which dizziness or other sensations take the place of convulsions.

Physical Disability - Is an observable condition of physical impairment that can be described by a physician using one of the following five medical classifications: Neuro-muscular, respiratory, cardiovascular/hematological, metabolic, orthopedic or by using the following functional classifications: mobility problems, bowel-bladder control problems, limited or no use of upper limbs, breathing difficulties, communication problems and limited endurance or stamina.

Pre-Test Procedures - Are designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) before engaging in the learning activity(ies) or module.

Prerequisites - Are the knowledge, skills and/or behaviors the student is expected to demonstrate competence in prior to beginning work on a module.

Program - Is everything that a camper does during his/her stay at camp.

Program Specialist - Is responsible for all phases of operation pertaining to a particular program which includes: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories, and evaluating. This would include such positions as program director, waterfront director, nature director, arts and crafts director, photography director, etc.

Prosthesis: Replacement of a missing part by an artificial substitute; and artificial organ or part.

Quadriplegia: Refers to paralysis in all four extremities and the trunk. However, the upper extremities and neck are not totally paralyzed. The spinal column has nerves extending from it innervating the muscle. In general, the lower the injury to the spinal cord, the more function is left. A person injured in the neck may be only able to bend his neck, shrug his shoulders, raise his arm, and bend his elbow, whereas a person injured in the low back may only suffer paralysis in the lower parts of his legs. The nerves to the bowel and bladder, unfortunately, exist very low and are almost always affected.

The persons with high involvement may have respiratory problems and the degree of help they will need will vary. Persons who have full use of their upper extremities can do most everything themselves. There is a loss of sensation at the level of the injury also, so pressure sores are a potential problem. A regular diet and plenty of fluids are very important to these people.

Remedial Activities - Are instructional activities which provide the student additional practice or assistance in mastering a specified objective when mastery was not achieved initially.

Resident Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which campers live at one site two or more consecutive nights for the purpose of utilizing the natural surroundings to contribute to the overall growth and development of each camper.

School Camp - Is a sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

Spina Bifida: "Bifid" means short, thus a "short spine." This is a congenital malformation of the spinal cord and the supporting vertebral column causing the spinal cord to herniate, thus causing paralysis below this point. Most of the time this occurs in the lower back, and the person will have a surgical scar and/or remnants of the "bif." Most people usually have some use of their upper legs and are able to walk with crutches and/or braces. The nerves to the bowel and bladder are always impaired and the person may have a type of urinary receptacle, use suppositories or be on a regular time schedule for bowel movements. Many have slightly enlarged heads due to the trauma to the spinal cord, upsetting the balance of spinal fluid and causing an increase of pressure in the head. This is known as HYDRO CEPHALUS and also occurs apart from Spina Bifida. The spinal cord and brain are bathed in spinal fluid which is produced and reabsorbed into the bloodstream in the brain. This fluid circulates up and down bathing the brain and the spinal cord. Due to congenital or developmental defects in this system, blockage of channels, etc., an increase of pressure and a resultant increase in skull size occurs. This can cause neurological and mental damage. The degree of damage will again vary a great deal.

Task - Is a highly specific unit of job activity stated in job terms with an action verb and an object. It has a definite beginning with an action leading to a definite end (input - action - output.) It is measurable, observable and results in a product which is useable by someone other than the performer.

Task Analysis - Is a systematic process through which the tasks a worker performs are identified and organized in a logical manner.

Task Inventory - Is simply a straight listing of all the tasks potentially performed in an occupation as discerned through the literature search.

Task Outline - Is a categorical listing of tasks, duties and major responsibilities for a specified occupation.